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AUTHOR Todd, Carl, Ed.
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ABSTRACT

This document was prepared in response to a request from the executive secretary of the Alabama Commission on Higher Education to develop a Master Plan for Teacher Education in Alabama to serve through the year 1978-79. There are introductory sections on the development of the plan and on the present execrable situation in public schools. The third section, entitled "Teacher Education at the Crossroads," provides suggestions on the following topics: (a) the program of instruction in teacher education, (b) research in teacher education, (c) extension or field services, and (d) governance of teacher education. Section 4 is entitled "Background Information on Preparation of Alabama Teachers" and includes discussion and statistics on factors affecting future need for educational personnel, on the supply of future employable professionals, and on teacher education programs present and projected. Supplementary tables cover degree production for public institutions. Section 5 briefly discusses continuous education for teachers and related personnel, while section 6 reviews the concept of specialized professional services. Included in the topics for which research is needed (listed in section 7) are learning styles; cultural influences on learning; selection, development, and presentation of content; organization and administration; and study of professional preparation. Section 8 presents a summary, conclusions, and recommendations. (JA)

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TEACHERS FOR THE SEVENTIES

A PLAN FOR IMPROVING TEACHER EDUCATION IN ALABAMA THROUGH 1978-79

VOLUME I

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I. HOW THE PLAN WAS DEVELOPED

This document was prepared in response to a request from the Executive Secretary of the Alabama Commission on Higher Education for the development of a Master Plan for Teacher Education in Alabama to serve through the year 1978-79 to be included in a Master Plan for Higher Education in Alabama which the Commission is preparing. It is the first such plan in the history of the state. While the kind of coordinated study and planning on the state level for teacher education which the plan requires would undoubtedly have served useful purposes in the past, the timing of this effort is of special significance. At no other period than that of the past decade has the public expected so much of the public schools, nor subjected the schools to such severe criticisms.

Many people are expressing serious doubts about the ability of schools as presently structured and controlled to provide the education demanded by the world of today and tomorrow. Institutions of higher education have been similarly criticized, with teacher education programs coming in for their share of this criticism. Hence, a plan such as requested by the Executive Secretary of the Alabama Commission on Higher Education comes at a time of critical need. Hopefully, it will be of major assistance in resolving the crucial educational issues which are faced by the state.

Unfortunately, no full-time staff was available to conduct the study. Only persons who were otherwise fully employed could work on the plan, and they were able to give only such time as could be spared from their regular duties. These individuals came from the teacher education faculties of the institutions of higher learning in the state which have approved programs of teacher education.

The request of the Executive Secretary of the Commission was channeled to the Alabama Association of Colleges of Teacher Education, an organization composed of the public and private institutions of higher learning in the state which have programs of teacher education approved by the State Board of Education. The Association assumed responsibility for development of the Plan and agreed on a general outline to be followed in getting the job done. It then selected a small committee of persons from the faculties of Association members and charged this committee with the task of developing the Plan.

The committee invited each institution to submit detailed data on its programs for preparing professional educators including the number of graduates at the various degree levels from each area of specialization it offers. The invitation also asked each institution to estimate degree productivity by each area of specialization through 1978-79 and to include any new programs it planned to add during the period. Finally, present staff were to be reported and new staff needs projected.

All of the fifteen public institutions responded and all but two of the thirteen private institutions. The committee processed the data submitted by the institutions and the extensive data it collected

from other sources in ways which permitted analysis and generalization from the state level. The Plan was written by this committee and submitted in draft form to the Alabama Association of Colleges of Teacher Education for its reactions and suggestions. The Plan was then revised in light of these suggestions and the final chapter added. The deadline for submitting the report to the Commission made it impossible to take it back for further evaluation by the Association.

The Plan includes a brief analysis of the characteristics of the public schools as they are evolving, with special reference to the quality of programs which are deemed essential. Attention then is given to the kinds of teacher education programs required to provide the needed teachers. Responsibilities for the provision of these programs are discussed. Substantial data are provided on present teacher education programs, current graduates, where they are placed, and projected developments in teacher education programs in Alabama during the period covered by the Plan. The current availability of teachers and their fields of specializations are examined.

Factors are considered which bear on the numbers and specializations of teachers to be needed during the years immediately ahead. These factors include the projected school population to be educated, trends in the holding power of the schools, new programs of education needed for populations the schools are not now serving or are not serving adequately, retention rates of teachers, retirement rates, the need for continuously updating teachers in service, trends in pupil-teacher ratio, trends in staffing patterns, and the need for specialists such as counselors, reading teachers, and so forth.

The limited time in which the Plan had to be developed and the inability to provide full-time staff for the study made it impossible to do an adequate job. The product does a better job of presenting information required for an operational Plan than it does of developing such a Plan. Hopefully, this document will serve the Commission well, as it addresses itself to the extremely difficult and complex task of developing a Master Plan for Higher Education to serve Alabama.

Considerable value has already accrued from this effort. Those responsible for teacher education have been stimulated to do a careful analysis of their programs in a new frame of reference: state level planning for better teacher preparation. Viewing institutional programs in this perspective has been a useful experience and will undoubtedly result in better program planning and coordination among the institutions. The isolation which has existed among the various institutions of higher learning in the state with respect to their programs has been broken, at least partially. The way is opened for the Commission to use the resultant study in planning teacher education programs which will be able to cope successfully with the present challenges to public education.

II. PUBLIC SCHOOLS IN TRANSITION

No plan for the development of teacher education can be adequate unless it is based on knowledge of what the public schools are like, the directions in which they are developing, and judgments made on the character of schools which would be adequate for the purposes they serve in the age of which they are a part. This section of the plan seeks to identify and briefly discuss some of the major characteristics of evolving public school programs.

Schools have been subjected to more intensive study during the past fifteen years than ever before. Consequently, much more is known about the programs they offer and their adequacy. A large number of valuable publications have appeared during this period which provide a sound basis for the evaluation of our educational system and planning for its improvement. Equality of Educational Opportunity, by James S. Coleman, presented facts which shocked those who have assumed that schools for all children for the same number of days per year in buildings of similar adequacy, use of the same textbooks, and employment of teachers with similar training were sufficient to provide equality of educational opportunity. Coleman pointed out serious inequalities in educational outcomes among the schools which are related to differences in socio-economic-cultural backgrounds of students. Charles Silberman states in his careful study of the public schools reported in Crisis in the Classroom that the schools are mindless, reward conformity, and fail to achieve relevance with the vast

majority of students. One of the most damning publications of recent date is DeSchooling the Culture by Ivan Illich which, as its title indicates, suggests the need for creating some other alternative to educating youth than that offered by the present school system.

The message of these three publications, and of many others which have appeared in the last decade, is clear: substantial educational reform is an imperative if the educational needs of this generation are to be met. No viable alternative to a public school system has been advanced as yet. Consequently, the assumption is that ways can be found to make the public schools sufficiently responsive to developing conditions and needs to assure that proper adaptations and improvements can take place.

Some attention should be given to the root causes of present widespread dissatisfaction with the public schools. Almost all of these causes lie in the fabric of our culture as a whole. One of the most important sources of dissatisfaction is the growing awareness that massive efforts to resolve the ills of society by social remediation have largely failed. Such measures are addressed to the results of these ills, and not to their causes. Hence, the enormous annual cost of social welfare measures is repetitive and in no sense do these expenditures attack the causes which lead to needs for remediation. For example, the massive welfare program, the costs of which are rising rapidly, merely accepts the conditions which make welfare programs necessary and makes no effort to use funds in ways which would generate means of correcting the ills which cause the need for welfare programs in the first place.

Another major concern over the present educational system is the set of profound problems which is developing concerning the nature and quality

of human life in an age of accelerating change in all aspects of living. Currently, concerns over preserving a reasonably healthy natural environment are demanding much attention. Many think the sweep and magnitude of change threatens the degree of stability which human beings appear to require to live satisfactory lives. Some see the challenge to our historic work ethic produced by technological advancements as posing unprecedented problems for the future. The declining amount of time and energy required for maintaining life frees people for other pursuits for which society makes inadequate provisions and which the schools, for the most part, ignore in the educational programs provided for children and youth. Future Shock by Alvin Toffler analyzes brilliantly cultural trends which he thinks may threaten man's chances of survival unless they are faced more realistically.

The major educational problem before Alabama at present is to provide satisfactory programs of learning in desegregated schools, where the challenges to teaching are greater than teachers have ever faced before and for which their preparation has not prepared them. The broader problems outlined above and others similar in nature are also present in the state. Viewed from any perspective, the educational job facing Alabamians is so formidable that to continue schools as usual would be catastrophic.

One other crucial factor, not to be overlooked, is a new expression of a long-term commitment to provide equality of opportunity for all. Applied to education, this means that present concerns are with the consequences of education expressed in the adequacy of the learning of each individual with respect to his abilities, interests and needs. Therefore, an education of utilitarian outputs is essential; that is, each student must have provided

for him that education which considers his abilities, interests, talents, and needs and goes as far as possible in making him a self-sustaining and useful citizen.

Evidence abounds everywhere that society is depending on education far more heavily than ever before. No solution to the problems and issues of today appears possible except through the route of appropriate educational programs for all people. Society is demanding an educational system of enormously greater effectiveness than our present system has achieved.

The picture drawn is not intended to be dismal; it is intended to be realistic.

During the present era of study and criticism of education, the schools have improved more rapidly than at any other time in history. Evaluations of school programs have resulted in much careful planning for their improvement. Numerous experimental programs in schools throughout the country offer promising leads to better programs for the future. In general, schools are responding to the new and monumental challenges they face about as well as can be expected in view of the resources at their disposal.

Schools have expanded their purposes to embrace responsibilities for educating all segments of school-age youth. As a result, programs in special education, vocational education, early childhood education, rehabilitation, and educational media are being developed and expanded. The modern school program is being extended downward to include nursery school/kindergarten-age children and upward to embrace post-secondary educational opportunities.

The educational program which is evolving is based on three essential steps.

1) Diagnosis of the learning potential and needs of each student.

2) Development of an educational program appropriate to the student as an individual.

3) Providing the projected program of education, including evaluation and future program planning.

Clearly, the basic learning strategy in this kind of education is what is popularly referred to as "individualization" of teaching and learning. Obviously, more practical curriculum patterns must be developed and the range and depth of learning resources available must be greatly expanded.

The educational system which is evolving must be a self-renewing one in that it has built-in capabilities of adapting to developing conditions and needs so that its products may always serve well the society of which they are a part.

III. TEACHER EDUCATION AT THE CROSSROADS

Whether or not the public schools make satisfactory progress in the resolution of their present problems and issues depends more on the character of teacher education than on any other single factor. To expect schools to meet the demands of society without an adequate supply of teachers whose preparation programs fit them for the roles expected of them is not realistic. Regrettably, the significance of teacher education has never been viewed in this frame of reference.

Reforms in the public schools in recent years have substantially exceeded reforms in instructional programs for teacher preparation. Perhaps in-service teachers have responded more adequately to current needs for educational improvement than have institutional faculties engaged in teacher preparation because of cumbersome change mechanisms in higher education usually controlled by forces unsympathetic to professional teacher education and which do not understand its value. Many public school teachers have somehow found opportunities for securing the in-service professional development assistance they needed to make the progress which has been achieved. Sometimes this has been done with the assistance of personnel in institutional teacher preparation programs, though not in an organized formal sense involving appropriate acceptance of responsibility by the institution itself.

Reform in teacher education is also an imperative, but the outlines of this reform are not well perceived at present. Substantial research and

experimental programs should be conducted by teacher education faculties in cooperation with school systems to provide a sound basis for the improvement of teacher preparation programs. A research-extension combination of this sort is an absolute must if teacher education is to improve satisfactorily. Present institutional barriers to such efforts will have to be faced realistically and ways found to overcome them.

A. The Program of Instruction

The three basic components of a satisfactory teacher education program are undergraduate and graduate campus instruction, research, and extension or field services. These components should be inextricably interwoven into any teacher preparation program which claims to be adequate.

The campus teacher preparation program is also composed of three components: general education, the teaching specialization, and professional teacher education. These are not discrete elements of a program; they must be properly interrelated and integrated into a single program. For example, the question often asked, "What is subject matter, and what is method?," is meaningless. Such a question displays an abysmal lack of understanding of the nature of teaching and learning. There can be no separation of what is to be taught from how it is to be taught, nor can either be separated from the general education program. Obviously then, the preparation of teachers is an institution-wide responsibility, and the success of any program depends upon how well the responsibilities of each of the three components of the program are discharged and the degree to which they are properly interrelated.

The function of general education is to help students develop into literate, thinking persons who have some understanding of themselves, the

society of which they are a part, and the relationships of the two. General education must, therefore, draw heavily from the social sciences, the communications arts and skills, the sciences, mathematics, and the fine arts. These fields of study must help the student understand himself, the society of which he is a part, his relationships and responsibilities to that society, but they must also provide the basic tools he will need to be an effective citizen who can objectively analyze problems and issues and reach solutions through the use of intelligence. Almost all current general education programs fall far short of achieving these objectives.

Present conditions facing the schools demand re-examination and re-definition of teaching specializations and what should be included in preparation for service in these specializations. Broader definitions of requirements in teaching fields to include support areas of subject matter are needed. Better understandings of the functions of subject matter in the schools and their relationships to meeting human needs should be stressed heavily. Ways must be found in teacher education programs to break down the walls between different areas of knowledge, especially in the secondary schools, so that all subject matter may serve its major functions more effectively.

Special preparation for teaching, professional teacher education, has at last come into its own. The evolving public school system to which reference was made earlier underscores heavily the necessity of careful preparation which will enable the teacher to achieve success with each individual for whom he has responsibility. The pedagogy of yesterday, much of which was shallow and narrow, simply will no longer suffice if, indeed, it ever did. Successful teaching is extraordinarily complex and demanding.

Preparation required for successful teaching is equally complex and demanding. More than any other profession, teaching must take into account the mind, emotions, and physical characteristics of the individual and their interaction in the learning process.

Some of the major parts of successful teacher education programs include study and understanding of the philosophy and purposes of the schools, the historical evolution of public schools, their support and control, the management and administration of schools, learning theories, the nature of the learner, ability to participate constructively in curriculum study and improvement, and the evaluation of teaching and learning. These important areas of study have their own bodies of content.

Importance of the social foundations of education is repeatedly underscored in the schools of today because of changing purposes of education and the changing compositions of student bodies. Equally important are the psychological foundations. Teachers who do not understand relationships of the social, cultural, and economic environment of the learner to how he is to be taught and how he learns cannot be successful in today's schools. To achieve this understanding, the educational program of the student must include more professional preparation.

Learning resources available to the prospective teacher for today's schools must be greatly increased and broadened in scope. Perhaps the most important resource for the prospective teacher is the public schools themselves. Extensive laboratory experiences, consisting of work with children and youth in the public schools and culminating in a full-time internship experience, before graduation are essential. Formal instruction on the campus and these laboratory experiences should be integrated into a single

learning program. The subject matter and general education components also can be enhanced greatly if they are related to these continuing experiences in schools and communities. Future teacher education candidates may need to spend much more time in the schools than they do in classes devoted only to campus instruction.

More attention must be given to answering the question "Who should teach?" Much evidence has been accumulated in recent years to indicate that the impact of the teacher on the pupil is much more crucial than was formerly thought to be the case. How a teacher feels about an individual student and the teacher's level of expectation for achievement may be the most important factors in the success or failure of the student. Requirements for admission to the profession should give better assurance that all teacher education candidates will master adequately both what is to be taught as well as how it is to be taught effectively. Only individuals who are interested in others, who are committed to careers of service to others, who have adequate emotional stability and physical stamina should aspire to teach. The time has passed when people are admitted to the profession who view teaching only as a stepping stone to some other career. Once admitted to a teacher education program, counseling services should be available to assist the student in finding his place in the profession; or if a student has little hope for success in teaching, he should be guided into another suitable career.

By the end of the preparation program, the prospective teacher should have sufficient evidence about himself to ascertain how well he has performed in the program, not only in achieving academic grades but also in performing with students in schools as well. In short, he ought to be

able to know how effectively he has been already able to teach. This means that teacher education programs will need to give more attention to the appropriate evaluation of teaching and learning.

To prepare teachers for the evolving schools in a four-year program is clearly impossible. A provision in the resolution for updating teachers passed by the State Board of Education on January 25, 1972, requiring a provisional year of teaching before full certification is in recognition of this fact. Increasing attention to graduate study is, therefore, necessary. The development of graduate programs which are less academic in the narrow and classical sense, which are oriented to actual requirements of the teacher in the complex educational programs of today is necessary. Graduate programs of this type are more demanding of the student than are the traditional programs. More and more emphasis will have to be placed on graduate programs for teachers in the future, but not at the expense of undergraduate programs.

B. Research

For reasons not well defined, teacher education programs have never been viewed as requiring a research component. Indeed, public school programs have been viewed similarly, although much has been done in the last few years to overcome the handicaps placed on schools by this limitation. Much less has been done to put research in its proper place as a viable and essential component of teacher preparation.

Constant study of how learning takes place is essential to developing and maintaining the schools of tomorrow. Only recently has there been recognition that children have different learning styles. These learning styles are still not well understood, and their implications for curriculum

and teaching have not been adequately explored. This is but one of numerous examples of needed research programs. Another example is the need for research and development to create suitable curriculum models which take into account variations in learning styles of individuals. A third need is extensive and in-depth research on the measurement of learning outcomes. Many tangible outcomes of schools are recognized as more important than the tangible outcomes which can be measured objectively. Until greater success is achieved in measuring impacts of the schools on how people think, feel and act, assessing the real value of schools will be difficult.

What is learned through research must then be applied as appropriate to modify teacher education programs. This responsibility rests heavily with personnel in teacher education.

C. Extension or Field Services

Institutions of higher learning have long accepted the practice of taking their services to the people as a proper function. Programs designed for this purpose have taken many forms; and, as educational needs become more diverse, broader and better programs of service are being developed. The necessity that schools be self-renewing places heavy burdens on teacher education faculties for maintaining continuous programs of work with school systems. Since much of the research which is needed should take place in school settings, the research and extension functions may be exercised through a single program combining the two. If schools are to be self-renewing, faculties of Schools or Colleges of Education must also have the capacity of adapting continuously to changing educational requirements. Research and field services generate such capacity.

A new and vigorous challenge to the extension component of teacher education springs from a resolution of the State Board of Education which mandates the upgrading of teachers in service. This resolution includes three requirements which, if carried out, necessitate heavy support from teacher education institutions. These requirements are: (1) elimination of substandard teaching certificates of which there were approximately 5,000 in the state in 1971-72, 2,400 being held by personnel employed in the public schools; (2) a provisional year for teachers before professional certification; and (3) requirements that each school district develop and implement a system-wide program for the continuous education of all personnel which the State Department of Education must approve. Other provisions of this resolution also bear on the responsibilities of teacher training institutions.

The character of in-service education programs is changing rapidly. College credit needs of teachers for upgrading are very substantial and increasing. Much of this need should be met through on-campus study at appropriate periods, usually summer terms. Many of the professional services needed by school systems from faculties of institutions of higher learning should not involve formal credit for degree programs. Among such services are consultative assistance to school systems, evaluation of instructional programs, study of specific problems and issues, and assistance in long-range planning. All school personnel should be served through field programs and services for continuous professional development.

D. Who is Responsible for Teacher Education?

The State Board of Education has broad powers over teacher education. It determines the qualifications which must be met before a person is

eligible for a certificate authorizing him to teach. It establishes various levels of certification and defines the minimum preparation required for each. It has power to prescribe the areas included in teacher education programs, the content required and the experiences provided for candidates in the program. The State Board of Education approves or disapproves programs of teacher education offered by institutions of higher learning in the state and only graduates of approved programs are eligible for certification.

The profession itself acting through its formal organizations and otherwise must be viewed as having responsibilities for determining who is to enter the profession, the preparation required for entrance into the profession, and the character and quality of performance required to remain in the profession. While no legal authority resides in the profession for the exercise of these sorts of responsibilities, the welfare of those who teach and the right of every individual to receive the kind and amount of education he needs can be fully safeguarded in no other way.

Provision of formal programs of preparation for professional educators is the function and responsibility of institutions of higher learning. As is clear from the above, these institutions do not have the freedom to act with full autonomy and independence in making decisions on the nature of programs they offer. However, they have much latitude for the most effective use of their resources within the criteria established by the State Board of Education for approving programs. As indicated elsewhere in this document, a working partnership between school districts and teacher education faculties is essential if programs are to be adequate. The State Department of Education should also be involved appropriately in

preparation programs. The responsibilities of those who serve in the schools, the State Department of Education, and institutions of higher education have never been adequately spelled out and differentiated.

Any discussion of responsibility for teacher education is incomplete without reference to the public. In the final analysis, the effectiveness of programs of preparation for professional educators rests on the availability of resources needed for the task. The provision of these resources is the responsibility of the public, acting through its duly elected legislative representatives.

IV. BACKGROUND INFORMATION ON PREPARATION OF ALABAMA TEACHERS

The following information reports basic data on Alabama education relative to the preparation of teachers for the Plan base line year 1969-70.

A. General Information

Public schools of Alabama enrolled 850,157 pupils in the public schools in 1969. These pupils were enrolled in grades 1 through 12 as follows:

Elementary		Secondary	
Grade 1)	78,324	Grade 7)	78,705
Grade 2)	75,387	Grade 8)	75,123
Grade 3)	76,445	Grade 9)	70,280
Grade 4)	75,715	Grade 10)	65,589
Grade 5)	74,321	Grade 11)	57,429
Grade 6)	74,404	Grade 12)	49,435

Public school enrollment during the current school year, 1971-72, is reported as 806,454 pupils.

Private and parochial school enrollment in 1969-70 has been estimated at approximately 30,000 pupils. Private school enrollment has been assumed to remain at approximately the present figure in subsequent computations.

Employed teachers in Alabama public schools in 1970-71 numbered 33,026. Of these, 16,145, or 48 per cent, were employed in elementary

schools. Secondary teachers numbered 16,881, or 52 per cent, of the total. The State Department defines elementary schools as including grades 1 through 6 and grades 7 through 12 as secondary schools. No data are presently available on student populations or numbers of employed teachers in the emerging middle schools. In the current school year, 1971-72, a total of 32,897 teachers were employed in Alabama public schools. The distribution of teacher employment was assumed to be approximately the same as 1970-71.

Private and parochial schools in Alabama employed an estimated 1,500 teachers in 1971-72. This figure approximates the 1969-70 number.

The current pupil-teacher ratio used in allocating state teacher units in Alabama public schools was reported as 28:1, grades 1 through 12, based on average daily attendance (ADA).

The State Department of Education reports that of 32,897 teachers presently employed (1971-72) in public schools, approximately 2,400 hold emergency defense teaching certificates. These certificates represent the employment of individuals whose education ranges from no college work to the doctoral degree but who have not been professionally prepared as teachers.

The source of teachers in Alabama by degree granting institutions is reported in the following table. This table consists only of public school teachers and is based upon the institutions which awarded the highest degree held by the teacher.

Alabama A & M University	1,294
Alabama State University	4,587

Athens College	589
Auburn University	2,575*
Birmingham-Southern College	405
Daniel Payne College	176
Florence State University	1,645
Huntingdon College	320
Jacksonville State University	2,077
Judson College	150
Livingston University	849
Miles College	815
Mobile College	40
Oakwood College	9
Samford University	882
Saint Bernard College	244
Spring Hill College	20
Stillman College	275
Talladega College	67
Troy State University	1,642*
Tuskegee Institute	708
University of Alabama	4,135*
University of Montevallo	1,350
University of South Alabama (Established in 1964)	496
Out of State and Other Institutions	5,146

*Institutions having multiple campuses are included in these figures.

The total number of college graduates teaching in Alabama reported in this tabulation is 30,497.

The Alabama Education Association reports the percentage distribution of highest degrees held by Alabama teachers for the 1965-66 and 1970-71 years in the following table.

HIGHEST COLLEGE DEGREE HELD

	1965-66	1970-71
No Degree	3.4%	1.8%
Two-Year College Diploma, Degree or Certificate	2.8%	2.1%
Bachelor's Degree	75.3%	72.5%
Master's Degree	17.4%	21.7%
Sixth-year Degree	1.1%	1.9%
Doctor's Degree	0.0%	0.0%
TOTAL PER CENT	100.0%	100.0%

In 1969-70, 53.7 per cent of the elementary and 47.6 per cent of the secondary teachers trained in Alabama institutions entered the profession of teaching within the state. Those leaving the state after earning degrees constituted 21.6 per cent of the degrees produced in 1969-70. In sum, 75.9 per cent of all elementary teachers and 67.8 per cent of all secondary teacher graduates went into the profession directly in Alabama or elsewhere. Many of the remainder entered social service areas directly or indirectly related to education.

Fifteen public colleges and universities offered professional programs in education in 1969-70. In all of these institutions, 525

full-time equivalent faculty members were employed in instructional roles in all areas of specialization, for all degree levels.

In all, 5,665 degrees at all levels were reported as awarded by educational units, both public and private. The following table summarizes these reports:

	1969-70				
	B.S.	M.A.	A.A.	Ed.S.	Ed.D./Ph.D.
Public Institutions	3648	1061	92	23	99
Private Institutions	633	80			
Sub Totals:	4281	1141	92	23	99
Combined Total:	5636				

B. Factors Affecting Future Need for Educational Personnel

Information for this sub-section was supplied through the cooperation of the Alabama State Department of Education, The Alabama Education Association, The Alabama Commission on Higher Education, The Alabama Planning Commission, selected key individuals, and the institutions of higher education. Ten factors are presented which will affect the need for educational personnel in Alabama by 1978-79. Statistical summary statements for 1978-79 are also given for the elementary and secondary teacher populations.

1. Projected State Population Will Increase

The real and projected population of Alabama, according to data provided by the Alabama Planning Commission, shows a substantial

anticipated population increase. Census figures for 1960 and 1970 were 3,266,740 and 3,444,165 respectively. Estimated population growth of nearly four hundred thousand (400,000) persons will bring the total to 3,812,500 by 1980. A similar increase is anticipated by 1990. While many variables will influence the accuracy of these figures, Alabama must provide education for a state of nearly four million (4,000,000) persons by the end of the planning period.

2. Projected Enrollment Will Decrease

While overall growth continues, however, school enrollment (grades 1 through 12) has declined slightly from a peak of 864,312 in 1966. Present enrollment, reported by the National Education Association (NEA) as 806,454, indicates a reduction of approximately fifty-eight thousand (58,000) public-school-enrolled pupils. This reduction trend has been evidenced since 1967, and private school enrollment is considered a minor variable in a stable trend. Projections of public school enrollment during the Seventies vary but go as low as approximately 709,000 by 1978-79. A decline in births and in the population of children ages 1 to 5 has been noted by the Planning Commission. A population approaching four million (4,000,000) would have fewer than twenty (20) per cent of the total in the school-age bracket, 5 to 17 years. With half of the national population under age 25, such an event seems unlikely unless the average age of Alabamians rises appreciably. However, the basis for needs estimates reported in this plan is based on the low 709,000 pupil projection. Correspondingly, the needs reported must be viewed as most conservative.

3. Private School Enrollment Negligible Factor

In 1969-70 the public schools lost 650 teachers and 21,000 students to the private schools. Some estimates place the current private school student population as high as 30,000 students. However, there are 3,000 more students in the public schools in 1971-72 than in the 1970-71 school year. State Department personnel view this as the possible beginning of a return to the public schools, but the evidence is not conclusive at this point. Subsequent discussions in this Master Plan are based upon the assumption that private school teacher and student populations are negligible factors and will not be considered separately.

4. Teacher Retirement Will Increase

Over 5,000 teachers who are beyond the retirement age of 65 are currently teaching in Alabama. Slightly over 1,200 teachers retired in 1970-71. Data provided by the State Retirement System indicate that 1,350 teachers have initiated retirement plans for this year. Their best estimate was that 1,500 teachers will retire in 1972 from positions in public education of a total of 32,897 employed. About 4.6 per cent of the profession will retire each year during the decade of the Seventies. From the present through 1978-79, more than 10,200 will retire.

Student enrollment will determine the number of vacated positions to be filled. Estimates of student population range from a high of over 800,000 to a low of 710,000 (78-79). At least 7,200 new teachers must enter the profession with a majority at the elementary

level. Should student enrollment remain relatively constant, more than 10,000 new teachers would be required to operate programs at present strength. These data do not reflect new program areas for which most professional educators anticipate public demand during the decade.

5. Teacher Dropouts and Re-Entry About 5 Per Cent Annually

Nationally, teacher dropouts and re-entry into the profession by former teachers create annual vacant positions to be filled by beginning teachers of approximately 5 per cent. Recent studies conducted by the AEA indicated that teachers in Alabama generally do not "drop out and drop into" the profession as often as teachers do on a national scale. Hence, the consideration of this factor in Alabama should be adjusted downward slightly. Teachers who do have broken teaching service normally require a certain amount of professional "updating"--a demand for service from Schools of Education.

6. Teacher-Pupil Ratio to Reduce

The National Center for Educational Statistics has projected a reduction of pupil teacher ratio through 1979. The projected pupil-teacher ratio for elementary schools was 26.6 and the ratio for secondary schools was set at 21.2. Significant movement in the state toward these ratios would tend to counterbalance the projected reductions in student populations during the remainder of this decade.

7. Increased Holding Power Projected

A study of the "survival ratios" by grade levels in the statistical data which provided the basis for the enrollment projections for the development of the Master Plan indicate steady but minimal progress

in the vital area of school holding power during 1960-70. Increased improvement in the retention of students in schools is anticipated during the period of time covered by this Master Plan. A minimum goal of a 75 per cent completion rate for students grades 8 through 12, an improvement of 10 per cent over the current 65 per cent for that grade span has been included in calculations of future personnel needs.

8. Three Types of Degree Deficiencies in Alabama

Degree deficiencies of three general types are found in Alabama: (1) non-degreed persons, (2) degreed persons who are not presently certifiable, and (3) degreed and certified persons who are teaching out of field.

Some 2,400 currently employed teachers in Alabama fall into the first two categories with 122 teachers having less than two years of college. Figures provided by the State Department of Education (SDE) revealed that 1,678 secondary school teachers in 1971-72 were in the third category. Data were not available on elementary teachers in the third category at the time of this report. The State Department of Education (SDE) estimates that approximately one-third of the 16,000 plus elementary teachers in the state hold secondary teaching certificates. Teachers with degree deficiencies certainly comprise a significant population to be considered in the Master Plan.

With a total of more than 5,700 qualified graduates in 1969, the SDE was called on in 1967-70 to issue 1,882 new Defense Certificates and 3,251 renewal Defense Certificates. This issuance represented an increase of more than 1,000 sub-standard certificates over the previous

year, a trend that is disturbing to educators and the public alike. Clearly, certified and qualified teachers are desired above those who have not chosen to complete their professional training and be eligible for regular certification. Hopefully, the majority of personnel in these categories will choose to upgrade their professional preparation and remain in the field. However, a number of positions will be created by those who make a decision not to comply with the new State Board Regulations in this area.

9. Accreditation of Schools Will Increase

According to figures provided by the Division of Instruction, Alabama State Department of Education, approximately sixty elementary schools have taken the initial steps toward state accreditation during the last twelve months (May 1971-May 1972). These figures are interpreted by personnel in the Division of Instruction as being the beginning of a significant trend toward elementary school accreditation. Because of accreditation requirements this move will mean (1) a reduction in teacher-pupil ratio in elementary schools; (2) addition of library personnel; (3) addition of guidance counselors in elementary schools; and (4) personnel trained in elementary physical education. Such an increased trend toward the accreditation of elementary schools will place increasing demands on teacher training institutions to train personnel for new roles in the elementary schools.

Continued movements in accreditation effort are also projected for the secondary schools of the state. While the concerns of past years have encouraged most secondary schools to seek state accreditation,

the junior high or middle schools of the state remain virtually untouched by this process. Personnel needs generated by this process at this intermediate level will be similar to the elementary needs discussed earlier.

10. New Program Areas Must be in Operation by 1978-79

A study of recent actions of the Alabama Legislature as well as a study of trends in school programs across the country readily identifies a number of program areas which more than likely will be in operation in Alabama schools either at an intensified level or as new programs by 1978-79. Those areas which have been recently stimulated by acts of the legislature include Special Education, Driver Education, and Vocational Education. Areas of services which are becoming commonplace elsewhere in the nation include Early Childhood Education and Art, Music, Drama, Health, Physical Education, Counselors, Librarians, and Media Specialists at all levels of the school programs. The addition of these services are increasingly seen as quite critical especially in the earlier grades. Their existence in the elementary schools of Alabama is currently negligible.

Employment opportunities should also remain strong in the area of supervision at the central office level. The traditional movement of personnel from the teaching and administrative ranks into these positions will, of course, create openings at the school levels which would require new personnel. State support for supervisory and support personnel at the system level is also currently quite limited.

11. Statistical Summary Statements for 1978-79

Based on the assumption that calculations (taking into consideration live births, a calculated survival ratio, and actual enrollment) for 1960-70 are accurate, a projection of 29,839 teachers can be made for the 1978-79 school year. An additional consideration is the move of the teacher-pupil ratio to the current national average of 26.6 for elementary and 21.2 for secondary schools.

a. The Elementary Teacher Population

Focusing initially on the elementary teacher population, the following thoughts seem pertinent.

(1) The basic organization plan for Alabama is assumed to be grades 1 through 6 for elementary schools and 7 through 12 for secondary schools.

(2) Taking actual student enrollment projections for 1978-79 (375,072) divided by 26.6 (projected national average teacher-pupil ratio), a need for 14,100 teachers is indicated. That is 2,045 less than the number of elementary teachers currently employed.

(3) Elementary schools in Alabama currently have an extreme shortage of teachers in the fields of early childhood education, special education, art-music, physical education, guidance and library-media. While these types of positions are not currently existent in Alabama elementary schools, Alabama will eventually follow the national trends and provide these personnel in all elementary schools. In the 679 elementary schools currently in existence, more than 8,000 additional teachers will be needed to staff these areas. This indicates

a potential of 8,000 new elementary school positions by 1978-79 which do not exist today.

(4) The following calculations indicate a cumulative total of elementary school positions to be filled by 1978-79 of 9,955.

(Elementary teachers employed, 1971-72)	16,145
(Elementary teachers projected, 1978-79)	- 14,100
(Decrease in employment projected in currently common positions)	2,045
(Potential new positions in Early Childhood, Special Education, Art, Music, Physical Education, Guidance, Library-Media)	8,000
(Decrease in currently common positions 1972-79)	- 2,045
(Positions to be filled, not including retirements)	5,955
(Projected retirements)	+ 4,000
(Cumulative employment pool)	9,955

The current study has caused the colleges and universities to anticipate the development of new programs in the areas of early childhood education, special education, art, music, physical education, guidance, and library-media. Study of the actual projections reflected in this study indicate a slight underproduction of personnel in special education and guidance, with drastic underproduction anticipated in art, music, physical education, library-media, and early childhood education. (See Summary for All Institutions--Public.)

b. The Secondary Teacher Population

Shifting the focus to secondary education, the following rationale appears pertinent.

(1) Taking student enrollment projections for 1978-79 (708,742) and dividing by 21.2 (projected national average teacher-pupil ratio), a need for 15,739 secondary teachers is projected. This represents a decrease of 1,142 secondary teachers by 1978-79.

(2) If 75 per cent of Alabama's seventh grade public school students were to complete high school, as opposed to the present 65 per cent, secondary school enrollment projections would increase by more than 18,500. This increased holding power represents only a moderate improvement, and would still be significantly below the national norm, where approximately 75 per cent of all first grade students successfully complete grade twelve.

To accommodate this modest and achievable improvement, about 850 new secondary teachers would be required. These positions would include positions in all aspects of the secondary program.

(3) The several fields in the vocational education area have long been undersupplied in Alabama. The needs in this area have recently been intensified by the allocation of 307 new positions for the 1972-73 school year. It has been projected that the increase in positions in this field will exceed 1,500 by 1974-75. Current teacher education projections in these areas seem insufficient except in home economics education and business education. A section in the Master Plan for the community colleges/vocational-technical schools will deal more specifically with personnel needs in this area. Their data, when available, will be cross-referenced with the appropriate sections of this Master Plan.

(4) Many high schools and practically all junior high schools have serious shortages of personnel in the areas of vocational education, counseling, art, music, drama, and driver education. One-half unit in driver education will be required for graduation from Alabama high schools after 1972. In addition, the holding power of the schools will continue to improve. Combining the shortages identified above and the increased holding power, approximately 4,450 new positions will be created. This should be considered in relation to the decrease of 1,142 positions due to a decline in the rate of population growth.

c. Related Social Service Agencies Population

In addition to the previously-mentioned new teaching positions, consideration must be given for education-related social service agencies such as recreation administration, the several rehabilitation education areas, health education, et cetera. Personnel for these areas are increasingly being trained in schools of education as reflected in data reported by state institutions.

D. Supply of Future Employable Professionals

The supply of future employable professionals depends upon the entry into the profession by teacher education graduates, salaries, commitment to a teaching career, degree production, and personnel prepared in states other than Alabama. Each of these areas is discussed in the next pages.

1. Entry into Profession by Teacher Education Graduates

In 1969-70, 53.7 per cent of the elementary teachers and 47.6 per cent of the secondary teachers prepared in the state taught in the

state. Alabama institutions in that year produced 1,359 elementary teachers and 2,593 secondary teachers. Only 75.9 per cent of elementary teachers and 67.8 per cent of secondary teachers went into the teaching profession. Those leaving the state to teach represent 21.6 per cent of the teachers produced. A review of research documents prepared by the Alabama Education Association (AEA) through the years indicated that the per cent of teachers prepared in the state who actually teach in Alabama has remained consistently at approximately the 50 per cent level. In the Master Plan this figure will remain approximately at this level.

2. Teacher's Salaries

One factor which may have influenced teacher migration to other states is salary. As states adjoining Alabama have experienced salary gains, many teachers graduating from Alabama institutions continue to find employment in surrounding states. The following provides relative salary figures of the nation, the southeast, Alabama and surrounding states, which have attracted teachers away from Alabama.

Average Annual Salaries in Current Dollars

	1969-70	1971-72	% Increase 69-70 to 70-71
50 States and District of Columbia	$ 8,901	$10,146	14
Southeast	--	8,425	--
Alabama	6,954	7,887	13
Florida	8,600	9,500	10
Georgia	7,372	8,226	12

(Continued on next page)

Average Annual Salaries -- continued

	1969-70	1971-72	% Increase 69-70 to 70-71
Mississippi	$ 6,012	$ 6,716	12
North Carolina	7,744	8,345	8
South Carolina	7,000	7,650	9
Tennessee	7,290	8.150	12

These figures indicate that at least five states are likely to continue attracting Alabama teacher education graduates if the state continues to lag behind others in salary increases. One additional state, North Carolina, still has a higher annual salary although Alabama's rate of increase was greater. Alabama may lose more teachers than it gains if current patterns continue.

3. Career Commitment

Attitudinal data from the 1970-71 SDE study of the "teacher in Alabama" indicated that only 48 per cent of the currently employed teachers would definitely choose teaching as a career "if they had it to do over again." This item of data certainly needs to receive consideration as future directions in admission and retention procedures in teacher education programs and in the profession are explored.

4. Imbalance in Degree Production

The NEA has reported that for the year 1969-70, 50.7 per cent of the new teachers were assigned to elementary school classrooms. On the assumption that this distribution of new teachers is representative

of the national pattern, six states (including Alabama) show an imbalance. The number of secondary school teachers being produced in Alabama is twice as large as the number of elementary school teachers. Projections by the institutions in Alabama reveal an extension of this practice. Actual projections for teacher education graduates for the years included in this Master Plan in Alabama are as follows:

Per Cent of Total Teachers with Secondary Specializations

	Elementary	%	Secondary	%	Total
1974-75	1,567	33.4	3,123	66.6	4,690
1978-79	2,151	29.9	4,763	70.1	6,794

In 1970-71 there were 16,145 elementary school teachers (48 per cent) in Alabama and 16,881 (52 per cent) were secondary teachers. This gives a combined total of 33,026 teachers. Teachers are not necessarily being trained at the levels at which they must eventually find employment according to these projections.

5. Personnel Prepared in Other States

Data provided by the State Department of Education indicate that approximately 16 per cent of the teachers currently employed in Alabama took their last degrees from out-of-state institutions. A continuation of this employment pattern probably will continue should conditions remain stable. Improvements in our state salary programs for school personnel and the institution of reciprocity provisions in our certification and retirement systems would certainly increase the

attractiveness of professional positions to personnel coming into Alabama. The introduction of personnel into state schools prepared outside of Alabama introduces a healthy mix which, while reducing potential employment of graduates from Alabama Schools and Colleges of Education, could infuse the teaching profession with fresh perspectives at other than the beginning level.

Data are presented in the series of Table 1 on the succeeding pages which provide information relative to professional personnel prepared by areas by state institutions. Summary data are for the state in the tabular columns. These production data were used as the baseline information for the projections discussed in subsequent sections of this Plan.

TABLE 1

PROFESSIONAL PERSONNEL PREPARED BY AREAS BY

STATE INSTITUTIONS, 1969-70

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
COUNSELING AND GUIDANCE																
Agency Counseling																
Counselor Education																
Personnel Counseling																
Public School Counseling																
School Psychology														8		8
Student Personnel Services in Higher Education																
Vocational Rehabilitation Counseling																
EDUCATIONAL ADMINISTRATION																
Admin. Science																
Ed. Planning																
Finance & Bus. Mgt.																
General Administration																
Higher Education																
Secondary Principal																
Supervision and Curriculum Development																
The Principalship																

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
EDUCATIONAL MEDIA																
Curricular Systems																
Educational Technology																
Instructional Media																
Library Science																
Media Specialist																
Sch. Librarian & Media											14					14
ELEMENTARY EDUCATION																
Early Childhood (N/K-3)		10														10
Educational Leadership																
General Elementary	57	96	203		90	65	32	110			216			53	99	1011
Middle School																
Reading Specialist																

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
FOUNDATIONS OF EDUCATION																
Ed. Psychology																
Ed. Research																
Historical, Philos., and Sociological Foundations																
Historical Foundations																
Philosophical Foundations																
Sociological Foundations																
SECONDARY EDUCATION																
Art (K/1-12)	1		9					1			7			2	1	21
Art (Secondary)		32			4			8			6					50
Drama/Theater			2													2
English-Language Arts	20	40	57		25	45	12	34	11		89		17	13	25	388
Foreign Languages:																
French	1		6								7			1	3	18
German			5								3					8
Greek																
Italian																
Latin																

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
SECONDARY EDUCATION (Con'd)																
Russian																
Spanish			5			2					6				1	14
Health, Physical Education and Recreation:																
Adaptive & Corrective HPER																
Composite Health, P.E., and Recreation		40					38	28			62					168
Composite HPER (1-12)																
Couns.-Rec. Therapy																
Driver and Safety Ed.																
Health Education																
Health and Physical Education			63				8	35						4		110
Health and Physical Education (1-12)		49				56								16		121
Physical Education (K-12)		19			19											38
Physical Education (Secondary)																
Recreation											2					2
Recreation Administration																
Recreation & Park Management																

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
Mathematics	7	16	38		15	12	6	21			41		5	13		174
Music (K/1-12)	1	13	10			14		1			8			12		59
Music (Secondary)		5			3		2	7			16					33
Music Therapy																
Secondary Ed., General																
Science:																
Biology	14	6	24		19	17	6	4			21		4	1		116
Chemistry		10	4		6						4			1		25
Composite Science			7					1			2					10
Geology																
Physical Science							2									2
Physics			1													1
Social Science:																
American Studies											1					1
Anthropology																
Composite Social Science	22		15		12		13	53			10				21	146
Economics			5								1					6
Geography			5													5

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
Social Science (Con'd)																
History	4	71	60		35	55	9	16			77		9	15	19	370
Latin American Studies																
Political Science			20		7	2					10				8	47
Psychology							20									20
Sociology	3	6	45													54
Speech - Communication			13								4			2		19
Speech/Drama																
VOCATIONAL AND ADULT EDUCATION																
Adult Education																
Agriculture	8		49													57
Basic Vocation																
Business and Office Education	38	25	34					1								98
General Business Education											13				5	18
Secretarial Education					23	19		25			17		12			96
Distributive Education											4					4
Family Living																
Health Occupations Education																

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
SPECIAL EDUCATION (con'd.)																
Hard of Hearing (Deaf)																
Learning Disorders																
Mentally Retarded																
Multiple Handicapped																
Potentially Handicapped																
Rehabilitation Services																
Special Ed. Admin.																
Special Ed. / Elem.																
Speech Therapy / Pathology			28								14			6	1	49
Trainable Mentally Retarded																

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
VOCATIONAL AND ADULT EDUCATION (Con'd)																
Home Economics	39		27		16	32					31			19		163
Industrial Arts	20		5								19					44
Office Management																
Rehabilitation Services Ed.			1													1
Secretarial Administration											9					9
Technical Education																
Trade and Industrial Education			3													3
SPECIAL EDUCATION																
Blind																
Crippled																
Crippled and Mult. Handicap.																
Developmental Learning																
Educable Mentally Retarded			35													35
Emotionally Disturbed																
General Special Education																
Gifted																

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
CERTIFICATION ENDORSEMENT ONLY																
Educable Mentally Retarded																
Early Childhood Education							30									30
Early Child. / Except. Child.															20	20
Emotionally Disturbed Therapy																
General Special Education				30												30
Juvenile Delinquency																
Library Science							40									40
Mentally Retarded							75									75
Occupational Therapy															5	5
Physical Therapy															5	5
Psychology							40									40
Rec. / Physical Education															20	20

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
COUNSELING AND GUIDANCE																
Agency Counseling		[illegible]													[illegible]	[illegible]
Counselor Education																
Personnel Counseling																
Public School Counseling	[illegible]	[illegible]	[illegible]			[illegible]	[illegible]				[illegible]				[illegible]	[illegible]
School Psychology																
Student Personnel Services in Higher Education											[illegible]					[illegible]
Vocational Rehabilitation Counseling			[illegible]								[illegible]					[illegible]
EDUCATIONAL ADMINISTRATION																
Admin. Science																
Ed. Planning																
Finance & Bus. Mgt.																
General Administration		[illegible]	[illegible]		[illegible]		[illegible]				[illegible]					[illegible]
Higher Education																
Secondary Principal																
Supervision and Curriculum Development		[illegible]									[illegible]					[illegible]
The Principalship																

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	AEM	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-N	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
EDUCATIONAL MEDIA																
Curricular Systems																
Educational Technology																
Instructional Media																
Library Science																
Media Specialist											[illegible]					[illegible]
Sch. Librarian & Media	1		6			4										[illegible]
ELEMENTARY EDUCATION																
Early Childhood (N/K-3)																
Educational Leadership																
General Elementary																
Middle School			[illegible]		[illegible]	4	[illegible]				49			9	[illegible]	[illegible]
Reading Specialist																
			6		5						14					[illegible]

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ACU	AU	ATM	FSU	JSU	JU	TSU-T	TSU-N	TSU-B	UA	UAB	UAH	UM	USA	TOTAL
FOUNDATIONS OF EDUCATION																
Ed. Psychology											4					4
Ed. Research																
Historical, Philos., and Sociological Foundations																
Historical Foundations																
Philosophical Foundations																
Sociological Foundations																
SECONDARY EDUCATION																
Art (K/1-12)											1					1
Art (Secondary)																
Drama/Theater																
English-Language Arts	2	8	3			1	22				10					46
Foreign Languages:																
French																
German																
Greek																
Italian																
Latin																

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-B	UA	UAB	UAH	UM	USA	TOTAL
SECONDARY EDUCATION (Con'd)																
Russian																
Spanish											2					2
Health, Physical Education and Recreation:																
Adaptive & Corrective HPER																
Composite Health, P.E., and Recreation							7	1			25					33
Composite HPER (1-12)																
Couns.-Rec. Therapy																
Driver and Safety Ed.																
Health Education																
Health and Physical Education			7													7
Health and Physical Education (1-12)																
Physical Education (K-12)						1								6		7
Physical Education (Secondary)																
Recreation																
Recreation Administration																
Recreation & Park Management																

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	JU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
Mathematics	5	4	27			1					14			13		64
Music (K/1-12)			6			1					4					11
Music (Secondary)							2				6					8
Music Therapy																
Secondary Ed., General					23										31	54
Science:																
Biology		1	2			1	2									6
Chemistry																
Composite Science	2		1													3
Geology																
Physical Science																
Physics																
Social Science:																
American Studies																
Anthropology																
Composite Social Science	5		5				5	1			22					38
Economics			1													1
Geography			1													

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
Social Science (Con'd)																
History		6	9					1						5		21
Latin American Studies																
Political Science			1											1		2
Psychology																
Sociology			1													1
Speech - Communication											1					1
Speech/Drama																
VOCATIONAL AND ADULT EDUCATION																
Adult Education																
Agriculture	1		11													12
Basic Vocation																
Business and Office Education			6								19					25
General Business Education						1										1
Secretarial Education																
Distributive Education																
Family Living																
Health Occupations Education																

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
VOCATIONAL AND ADULT EDUCATION (Con'd)																
Home Economics			4								18			4		[illegible]
Industrial Arts			1													1
Office Management																
Rehabilitation Services Ed.																
Secretarial Administration																
Technical Education																
Trade and Industrial Education											10					10
SPECIAL EDUCATION																
Blind																
Crippled																
Crippled and Mult. Handicap.											6					6
Developmental Learning																
Educable Mentally Retarded			8								24					[illegible]
Emotionally Disturbed											1					1
General Special Education																
Gifted																

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
SPECIAL EDUCATION (con'd.)																
Hard of Hearing (Deaf)																
Learning Disorders																
Mentally Retarded																
Multiple Handicapped																
Potentially Handicapped																
Rehabilitation Services																
Special Ed. Admin.																
Special Ed. / Elem.																
Speech Therapy / Pathology														/		/
Trainable Mentally Retarded																

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-N	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
CERTIFICATION ENDORSEMENT ONLY																
Educable Mentally Retarded																
Early Childhood Education																
Early Child. / Except. Child.																
Emotionally Disturbed Therapy																
General Special Education																
Juvenile Delinquency																
Library Science																
Mentally Retarded																
Occupational Therapy																
Physical Therapy																
Psychology																
Rec. / Physical Education																

A A DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
COUNSELING & GUIDANCE																
Public School Counseling			2													2
EDUCATIONAL ADMINISTRATION																
General Administration			20								13					33
Higher Education			10													10
Supervision & Curriculum Development			10								2					12
EDUCATIONAL MEDIA																
General Elementary											8					8
SECONDARY EDUCATION																
Composite Health, P.E., & Recreation											2					2
Secondary Ed., General											12					12
VOCATIONAL & ADULT EDUCATION																
Adult Education			1													1
Agriculture			6													6
Business & Office Education			3													3
Home Economics			1													1
Industrial Arts			2													2

Ed.S. Degree Specializations in Education
Produced by Alabama Public
Institutions--1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
COUNSELING & GUIDANCE																
Public School Counseling											2					2
Student Personnel Services in Higher Education											4					4
EDUCATIONAL ADMINISTRATION											6					6
Higher Education			1													1
Supervision & Curriculum Development			1								2					3
ELEMENTARY EDUCATION																
General Elementary											2					2
Reading Specialist											1					1
FOUNDATIONS OF EDUCATION																
Ed. Psychology											1					1
SECONDARY EDUCATION																
Secondary Ed., General											1					1
SPECIAL EDUCATION																
Educable Mentally Retarded											2					2

DOCTORATE DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS-1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
COUNSELING & GUIDANCE																
Counselor Education			2													2
Public School Counseling											6					6
Student Personnel Services in Higher Education											1					1
EDUCATIONAL ADMINISTRATION																
General Administration			3								17					20
Supervision & Curriculum Development			3								16					19
EDUCATIONAL MEDIA																
General Elementary				2							6					8
FOUNDATIONS OF EDUCATION																
Ed. Psychology											7					7
SECONDARY EDUCATION																
English-Language Arts			2													2
Composite Health, P.E., and Recreation											19					19
Mathematics			3													3
Science:																
Biology			2													2
Chemistry			1													1

DOCTORATE DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS-1969-70

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
SECONDARY EDUCATION (cont'd)																
Social Science:																
Composite Social Science			1													1
History			3													3
SPECIAL EDUCATION																
Educable Mentally Retarded											5					5

D. Degree Production Projections--Public Institutions

The following tables, 2 through 4, report degree production of public educational units. Table 2 reports the totals of all degrees awarded by public institutions in 1969-70 and anticipated awards at each degree level for the projection years 1974-75 and 1978-79. Percentage increases between these periods and during the ten-year period are also shown.

Table 3 and 4 report all degrees awarded and anticipated by degree level for each public institution for the study intervals. Percentage increases over the ten-year period are also reported.

Table 5 reports degree projection by institution by areas of specialization for 1978-79. These data parallel the basic data provided earlier in Table 1 for 1969-70.

TABLE 2

DEGREE PRODUCTION: PUBLIC INSTITUTIONS

	Bachelor's Degrees	Master's Degrees	AA	Educational Specialist	Doctorate
Total, 1969-70	3648	1061	92	23	99
Total, 1974-75	5644	3597	685	315	188
% Increase '69-'75	53%	239%	645%	1270%	90%
Total, 1978-79	7959	5321	1129	677	350
% Increase '75-'79	41%	48%	75%	115%	86%
% Increase '69-'79	116%	402%	1127%	2843%	254%

TABLE 3 BACHELOR'S AND MASTER'S DEGREE PRODUCTION BY PUBLIC INSTITUTIONS

INSTITUTION	BACHELOR'S				MASTER'S			
	1969-70	1974-75	1978-79	% INCREASE	1969-70	1974-75	1978-79	% INCREASE
Alabama A & M	234	375	507	116 %	21	200	372	1671 %
Alabama State U.	439	481	492	12 %	83	454	471	447 %
Auburn University	779	955	1170	50 %	204	393	496	141 %
AUM	0	129	348		0	82	244	
Florence State U.	264	371	465	76 %	48	85	115	140 %
Jacksonville State U.	319	543	773	142 %	18	225	434	2311 %
Livingston	148	352	436	195 %	81	250	405	400 %
Troy State U.	345	468	622	80 %	9	27	75	733 %
Troy at Maxwell	[illegible]	0	0		0	244	298	
Troy at Dothan	0	0	0		0	176	225	
University of Ala.	714	800	988	38 %	485	541	686	41 %
U of A - Birm	0	381	649		0	163	230	
U of A - Huntsville	35	169	309	783 %	0	118	287	
U of Montevallo	183	261	305	71 %	39	336	441	1031 %
U of North Alabama	99	259	535	359 %	73	303	522	670 %
[illegible]	3648	5642	7959	118 %	1061	3597	5301	402 %

TABLE 4 SIXTH YEAR AND DOCTORAL DEGREES AWARDED BY PUBLIC INSTITUTIONS

	SIXTH-YEAR: A.A.				SIXTH-YEAR: ED.S.				DOCTORATE			
	1969-70	1974-75	1978-79	% INCREASE	1969-70	1974-75	1978-79	% INCREASE	1969-70	1974-75	1978-79	% INCREASE
Alabama A & M		90	152									
Alabama State U.		83	36			39	9					
Auburn University	55	85	176	220%	2	99	138	2200%	22	82	130	490%
AUM												
Florence State U.		35	60									
Jacksonville State U.		97	156									
Livingston		20	42									
Troy State U.												
Troy at Montgomery		70	120			70	120					
Troy at Dothan		45	65			45	65					
University of Ala.	31	50	61	97%	21	70	111	428%	77	106	139	80%
U of A - Birmingham		65	121								15	
U of A - Huntsville							34					
U of Montevallo		50	300									
U of South Alabama						2	201				66	
OTHER	92	635	929	1027%	23	315	677	2840%	99	188	350	254%

TABLE 5

PROJECTED PROFESSIONAL PERSONNEL TO BE PREPARED BY

AREAS BY STATE INSTITUTIONS, 1978-79

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
COUNSELING AND GUIDANCE																
Agency Counseling																
Counselor Education																
Personnel Counseling																
Public School Counseling														25		25
School Psychology																
Student Personnel Services in Higher Education																
Vocational Rehabilitation Counseling																
EDUCATIONAL ADMINISTRATION																
Admin. Science																
Ed. Planning																
Finance & Bus. Mgt.																
General Administration																
Higher Education																
Secondary Principal																
Supervision and Curriculum Development																
The Principalship																

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
EDUCATIONAL MEDIA																
Curricular Systems																
Educational Technology							30									30
Instructional Media																
Library Science											25	8			100	133
Media Specialist												4				4
Sch. Librarian & Media																
ELEMENTARY EDUCATION																
Early Childhood (N/K-3)	30	39	100	20	30	40					35	9	50		50	383
Educational Leadership																
General Elementary	70	100	120	80	90	115	74	175			230	302	50	80	150	1636
Middle School											12					12
Reading Specialist				20												20

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
FOUNDATIONS OF EDUCATION																
Ed. Psychology																
Ed. Research																
Historical, Philos., and Sociological Foundations																
Historical Foundations																
Philosophical Foundations																
Sociological Foundations																
SECONDARY EDUCATION																
Art (K/1-12)	20						20	8			7	3	10	2	20	90
Art (Secondary)					4			12			7	6	20			51
Drama/Theater					2		20					3				25
English-Language Arts	27	40	68	40	57	70	55	45			95	90	30	16	35	626
Foreign Languages:																
French	10	2				6					11	6	10	1	5	58
German											4	10			2	16
Greek																
Italian																
Latin																

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-B	UA	UAB	UAH	UM	USA	TOTAL
SECONDARY EDUCATION (Con'd)																
Russian																
Spanish		10				6					12	8		2	6	44
Health, Physical Education and Recreation:																
Adaptive & Corrective HPER																
Composite Health, P.E., and Recreation	30	30		20			101	60			10	10			72	333
Composite HPER (1-12)											15					15
Couns.-Rec. Therapy																
Driver and Safety Ed.			10	10										10		30
Health Education		15	50									25			5	95
Health and Physical Education			70				30				20	6		8		134
Health and Physical Education (1-12)																
Physical Education (K-12)						75		10			25	7		30		147
Physical Education (Secondary)					27							9				36
Recreation							30					20	4			54
Recreation Administration			50												42	92
Recreation & Park Management																

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	JU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
Mathematics	30		45	12	22	25	17	20			48	8	15	13	15	270
Music (K/1-12)	10	20	15			30		8			13			20		116
Music (Secondary)		11			6		10	8			23		10		10	78
Music Therapy																
Secondary Ed., General															3	3
Science:																
Biology	20		26	12	27	25	8	16			27	5	9	2	12	189
Chemistry	10	8	6		9	8		2			8	4	6	2	5	68
Composite Science	10		8					8			10	5	6	1	6	54
Geology																
Physical Science							6									6
Physics			2			8						3	6		2	21
Social Science:																
American Studies											5					5
Anthropology																
Composite Social Science	20	21	17	24	19		7	75			25		15	5	30	307
Economics				6	5						7	3	10		10	41
Geography					10	10									10	30

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
Social Science (Con'd)																
History	20		64	24	50	80		25			65	33	30	25	25	441
Latin American Studies											12					12
Political Science			23	10	10	10					15	4	6		15	93
Psychology		30			45	25						6	20			126
Sociology		30	48	20	12	25						4	6			145
Speech - Communication											10			4		14
Speech/Drama															15	15
VOCATIONAL AND ADULT EDUCATION																
Adult Education		35	15												5	55
Agriculture	20		40													60
Basic Vocation			15													15
Business and Office Education	50	42	50	20				10			16					188
Ceneral Business Education					6	10						6			20	42
Secretarial Education					34	30		40			20			18		142
Distributive Education			15								14	2				31
Family Living																
Health Occupations Education												10				10

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
VOCATIONAL AND ADULT EDUCATION (Con'd)																
Home Economics	25		33		24	40					41			21		184
Industrial Arts	45		15								40	3			5	108
Office Management											5					5
Rehabilitation Services Ed.			75													75
Secretarial Administration											14					14
Technical Education																
Trade and Industrial Education	15		15								15	8				53
SPECIAL EDUCATION																
Blind						5										5
Crippled																
Crippled and Mult. Handicap.																
Developmental Learning																
Educable Mentally Retarded	25		50			25						7				107
Emotionally Disturbed			50			25									20	95
General Special Education		22		30								12				64
Gifted												4			20	24

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	JU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	UN	TOTAL
SPECIAL EDUCATION (con'd.)																
Hard of Hearing (Deaf)			15			15					8					38
Learning Disorders			25									8			20	53
Mentally Retarded															100	100
Multiple Handicapped						20									20	40
Potentially Handicapped															20	20
Rehabilitation Services																
Special Ed. Admin.																
Special Ed. / Elem.																
Speech Therapy / Pathology	20		50			20					19			20	20	149
Trainable Mentally Retarded		50	15			20		100				4				169

BACHELOR'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
CERTIFICATION ENDORSEMENT ONLY																
Educable Mentally Retarded																
Early Childhood Education																
Early Child. / Except. Child.																
Emotionally Disturbed Therapy																
General Special Education																
Juvenile Delinquency																
Library Science															16	16
Mentally Retarded																
Occupational Therapy																
Physical Therapy																
Psychology																
Rec. / Physical Education																

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
COUNSELING AND GUIDANCE																
Agency Counseling		18	12					63		20					20	25
Counselor Education																
Personnel Counseling									3	30						20
Public School Counseling	50	60	25	40	25	60	45		20	20	130	50	12	60	5	[illegible]
School Psychology																
Student Personnel Services in Higher Education		[illegible]	[illegible]								40				20	[illegible]
Vocational Rehabilitation Counseling		[illegible]	[illegible]								47					[illegible]
EDUCATIONAL ADMINISTRATION																
Admin. Science													15			[illegible]
Ed. Planning																
Finance & Bus. Mgt.																
General Administration		15		40	[illegible]	20	74		30	20	54	9		100	25	[illegible]
Higher Education			2												15	92
Secondary Principal																
Supervision and Curriculum Development		[illegible]	1			20					7		15			[illegible]
The Principalship													30			[illegible]

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
EDUCATIONAL MEDIA																
Curricular Systems			20													20
Educational Technology													12			12
Instructional Media																
Library Science												5				5
Media Specialist	27	20	35			25						3			65	175
Sch. Librarian & Media																
ELEMENTARY EDUCATION																
Early Childhood (N/K-3)	20		20	10	10	15						8	15			98
Educational Leadership															20	20
General Elementary			30	20	15	40	133	10	4	25	60	7	15	100		459
Middle School																
Reading Specialist	40		15	10	10	20					25				25	145

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
FOUNDATIONS OF EDUCATION																
Ed. Psychology											8		12			20
Ed. Research							40									40
Historical, Philos., and Sociological Foundations									70	45						115
Historical Foundations																
Philosophical Foundations																
Sociological Foundations																
SECONDARY EDUCATION																
Art (K/1-12)											7					7
Art (Secondary)		15											8			23
Drama/Theater		15														15
English-Language Arts	15	20	11	12		20	23	5	15	9	29	21	30	14		223
Foreign Languages:																
French		6											6			12
German													6			6
Greek																
Italian																
Latin																

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
SECONDARY EDUCATION (Con'd)																
Russian																
Spanish		5									9					14
Health, Physical Education and Recreation:																
Adaptive & Corrective HPER											6					6
Composite Health, P.E., and Recreation				8			20	5	35	4	26	9				107
Composite HPER (1-12)																
Couns.-Rec. Therapy															17	17
Driver and Safety Ed.														100		100
Health Education											12	6			10	28
Health and Physical Education			15									3		16		34
Health and Physical Education (1-12)																
Physical Education (K-12)						25						3		12		40
Physical Education (Secondary)												6			30	36
Recreation												3			20	23
Recreation Administration			5													5
Recreation & Park Management											12					12

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
Mathematics	20	10	15	3		8	10				18	4	8			96
Music (K/1-12)			10			15				3	6					34
Music (Secondary)							8	5			12					25
Music Therapy		15														15
Secondary Ed., General					35										100	135
Science:																
Biology		7	3	3		15	40	4				4	8			84
Chemistry												2	8			10
Composite Science	20		1					4		3		2				30
Geology																
Physical Science																
Physics			1									1	8			10
Social Science:																
American Studies																
Anthropology																
Composite Social Science	20	9	4	15			15	2	20		30					115
Economics			2	6								1	8			17
Geography			1													1

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
Social Science (Con'd)																
History		16	11	18		25		5	30	9		9	15	8		155
Latin American Studies																
Political Science			1	15		6				8		2	8	1		41
Psychology		17										3	12			32
Sociology		7	1	12								2	6			28
Speech - Communication											6					6
Speech/Drama																
VOCATIONAL AND ADULT EDUCATION																
Adult Education		45	6													51
Agriculture	25		15													35
Basic Vocation			10									16				26
Business and Office Education	20	17	10					5			25					77
General Business Education				12		15				40						67
Secretarial Education														12		12
Distributive Education			6													6
Family Living																
Health Occupations Education																

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
VOCATIONAL AND ADULT EDUCATION (Con'd)																
Home Economics	25		8								24			9		66
Industrial Arts	20		6								8					34
Office Management																
Rehabilitation Services Ed.			80													80
Secretarial Administration																
Technical Education			10													10
Trade and Industrial Education	20		15								10					45
SPECIAL EDUCATION																
Blind						5										5
Crippled											6					6
Crippled and Mult. Handicap.																
Developmental Learning													30			30
Educable Mentally Retarded	20		15			15					30					80
Emotionally Disturbed			5			20		20			7				5	57
General Special Education	20	22		20								12				74
Gifted															5	5

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
SPECIAL EDUCATION (con'd.)																
Hard of Hearing (Deaf)						10					5					18
Learning Disorders			5												5	10
Mentally Retarded															25	25
Multiple Handicapped						15									5	20
Potentially Handicapped															5	5
Rehabilitation Services		29														29
Special Ed. Admin.																
Special Ed. / Elem.																
Speech Therapy / Pathology			20			15								10	5	50
Trainable Mentally Retarded		39	10			15		10			25					99

MASTER'S DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
CERTIFICATION ENDORSEMENT ONLY																
Educable Mentally Retarded																
Early Childhood Education																
Early Child. / Except. Child.															10	10
Emotionally Disturbed Therapy															5	5
General Special Education		22														22
Juvenile Delinquency															5	5
Library Science																
Mentally Retarded																
Occupational Therapy															5	5
Physical Therapy															5	5
Psychology																
Rec. / Physical Education															[illegible]	[illegible]

A A DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UN	USA	TOTAL
COUNSELING & GUIDANCE																
Agency Counseling									20	15						35
Public School Counseling	10		6		5		42		10	30		18		25		146
School Psychology												5				5
Student Personnel Services in Higher Education	25								30							55
EDUCATIONAL ADMINISTRATION																
Ed. Planning			2													2
Finance & Bus. Mgt.			3													3
General Administration			8		25				20	20	20	12		75		180
Higher Education			3						30							33
Supervision & Curriculum Development			3			25			10		5					43
EDUCATIONAL MEDIA																
Curricular Systems			8													8
Instructional Media						10						3				13
Media Specialist	12		15									3				30
ELEMENTARY EDUCATION																
Early Childhood (N/K-3)					5							4				9

A A DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
ELEMENTARY EDUCATION (cont'd)																
General Elementary	25				10	30					10	17		100		192
Reading Specialist						10										10
SECONDARY EDUCATION																
Drama/Theater		8														8
English-Language Arts	10	9	2			25						8				54
Composite Health, P.E., & Recreation											12	5				17
Health Education												3				3
Health & Physical Education			6									3				9
Physical Education (K-12)						15						2				17
Physical Education (Secondary)												4				4
Mathematics	20		2									3				25
Music (K/1-12)						8										[illegible]
Secondary Ed., General					15						14					29
Science:																
Biology			2			5						2				9
Chemistry												1				1
Composite Science	20		1									1				22
Physics												1				1

A A DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	JU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
SECONDARY EDUCATION (cont'd)																
Social Science:																
Composite Social Science	20	7	2													29
History		6	2			10						3				21
Political Science						3						1				4
Psychology												1				1
Sociology												1				1
VOCATIONAL & ADULT EDUCATION																
Adult Education			3													3
Agriculture	10		10													20
Basic Vocation			2									10				12
Business & Office Education		6	5													11
General Business Education						15										15
Distributive Education			3													3
Home Economics			5													5
Industrial Arts			5													5
Technical Education			3													3
Trade & Industrial Education			3													3

A A DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	A&U	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UNA	UM	USA	TOTAL
SPECIAL EDUCATION																
Educable Mentally Retarded			12													12
General Special Education												10				10

Ed.S. DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS-1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
COUNSELING & GUIDANCE																
Agency Counseling									20						10	30
Public School Counseling			6						10	65	15		12		30	138
School Psychology											8					8
Student Personnel Services in Higher Education			5						30		20				5	60
Vocational Rehabilitation Counseling			3								2				5	10
EDUCATIONAL ADMINISTRATION																
Ed. Planning			2													2
Finance & Bus. Mgt.			3													3
General Administration			5						20		15				15	55
Higher Education			3						30						10	43
Supervision & Curriculum Development			5						10		4		6		10	35
The Principlaship															10	10
EDUCATIONAL MEDIA																
Curricular Systems			8													8
Educational Technology			4													4
Library Science			4													4

ED.S. DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
EDUCATIONAL Media (Cont'd)																
Early Childhood (N/K-3)			5													5
Educational Leadership															10	10
General Elementary			12								8				20	40
Reading Specialist			8								3				10	21
FOUNDATIONS OF EDUCATION																
Ed. Psychology											8		6			14
SECONDARY EDUCATION																
Art (K/1-12)															10	10
Drama/Theater		8														8
English-Language Arts			3													3
Composite Health, P.E., & Recreation											10				3	13
Health & Physical Education			8													8
Physical Education (Secondary)															10	10
Recreation Administration															10	10
Mathematics			4													4
Music (K/1-12)			3													3
Secondary Ed., General											6				20	26

ED.S. DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS-1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
SECONDARY EDUCATION (cont'd)																
Science:																
Biology			2													2
Composite Science			1													1
Social Science:																
Composite Social Science			4													4
History			2													2
VOCATIONAL & ADULT EDUCATION																
Adult Education			2													2
Agriculture			4													4
Basic Vocation			1													1
Business & Office Education			4													4
Distributive Education			2													2
Home Economics			4													4
Industrial Arts			2													2
Rehabilitation Services Ed.			5													5
Technical Education			1													1
Trade & Industrial Education			1													1
SPECIAL EDUCATION																
Educable Mentally Retarded			12								5					17

ED.S. DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

SPECIAL EDUCATION (cont'd)	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
Emotionally Disturbed											2				2	4
General Special Education															4	4
Mentally Retarded															4	4
Special Ed. Admin.											5					5
Developmental Learning													10			10
Juvenile Delinquency															3	3

DOCTORATE DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
COUNSELING & GUIDANCE																
Counselor Education			7													7
Public School Counseling											10	2				12
School Psychology											4					4
Student Personnel Services in Higher Education			3								8					11
Vocational Rehabilitation Counseling			3								5					8
EDUCATIONAL ADMINISTRATION																
Ed. Planning			3													3
Finance & Bus. Mgt.			2													2
General Administration			2								20	2			5	29
Higher Education			3								10					13
Supervision & Curriculum Development			5								25				5	35
EDUCATIONAL MEDIA																
Carricular Systems			12													12
Educational Technology															5	5
Media Specialist															10	10

DOCTORATE DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
ELEMENTARY EDUCATION																
Early Childhood (N/K-3)			8													8
Educational Leadership															5	5
General Elementary			10								10				5	25
Reading Specialist			5									2				7
FOUNDATIONS OF EDUCATION			10													10
Ed. Psychology											10				10	20
Ed. Research											6					6
SECONDARY EDUCATION																
English-Language Arts			4								2					6
Composite Health, P.E., and Recreation											15	2				17
Health & Physical Education			6													6
Mathematics			5													5
Secondary Ed., General															5	5
Science:																
Biology			3													3
Chemistry			1													1
Composite Science			1									1				2
Physics			1													1

DOCTORATE DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
SECONDARY EDUCATION (cont'd)																
Social Science:																
Composite Social Science			3									2				5
History			5									1				6
VOCATIONAL & ADULT EDUC.																
Adult Education			2													2
Agriculture			3													3
Business & Office Education			3													3
Distributive Education			1													1
Home Economics			1													1
Industrial Arts			1													1
Rehabilitation Services Ed.			6													6
Technical Education			4													4
Trade & Industrial Educ.			1													1
SPECIAL EDUCATION																
Crippled & Mult. Handicap.											3					3
Educable Ment. Retarded											5					5
Emotionally Disturbed											1				2	3

DOCTORATE DEGREE SPECIALIZATIONS IN EDUCATION
PRODUCED BY ALABAMA PUBLIC
INSTITUTIONS--1978-79

SPECIAL EDUCATION (cont'd)	A&M	ASU	AU	AUM	FSU	JSU	LU	TSU-T	TSU-M	TSU-R	UA	UAB	UAH	UM	USA	TOTAL
General Special Education			6									3				9
Gifted															2	2
Learning Disorders															2	2
Mentally Retarded															2	2
Multiple Handicapped															2	2
Special Ed. Admin.											5					5
CERTIFICATION ENDORSEMENT ONLY																
Early Child./Except. Child.															2	2
Emotionally Disturbed Thera.															2	2
Juvenile Delinquency															2	2

E. Teacher Education Programs: Present and Projected

This section deals with the role and scope of educational programs in institutions of higher education preparing teachers for the schools of Alabama. The bringing together of the several areas of these programs into a composite picture may assist in an understanding of the extremely difficult and complex function of the Schools and Colleges of Education within the state.

This discussion pertaining to Teacher Education in Alabama is divided into two major sections. Section 1 presents the various degree programs in public institutions as they now exist and gives projections by the institutions offering these programs through the year 1978-79. Tables indicate degree productions at various levels. Section 2 presents the degree programs in private institutions as they are now found at the bachelor's and master's levels.

1. Degree Programs: Public Institutions

The following narrative summarizes the present degree programs and projected programs to be offered through 1978-79 by the various public and private colleges and universities within the State of Alabama.

The thrust of this section is to present "the Alabama picture" in each of the following areas of specialization: Adult Basic Education, Counselor Education, Early Childhood Education, Educational Administration and Supervision, Educational Foundations, Educational Media, Elementary Education, K-12 Programs, Reading Specialist, Secondary Education, Special Education, and Vocational and Adult Education.

a. Adult Basic Education

The term Adult Basic Education means education for adults whose lack of mastery of fundamental academic skills constitutes a substantial impairment of their ability to pass all areas of work through the eighth grade or to get or retain employment commensurate with their real ability. Adult Basic Education is designed to help eliminate such inability, to raise the level of education of such individuals, and to make them less likely to become dependent on others. The term adult means any individual who has attained the age of sixteen; Adult Education means service or instruction below the college level.

Alabama State University offers the master's degree for those preparing to teach in Adult Basic Education (ABE) and now has over 200 enrolled.

Auburn University has an ABE option at the master's level.

Programs in Adult Basic Education are encouraged by the Southern Regional Education Board.

According to the Adult Basic Education section, Alabama State Department of Education, over 600,000 adult basic educators are now needed throughout the nation. For example, the 1960 census showed 1,038,785 Alabamians with less than an eighth grade education, of which 58,870 had no formal schooling.

b. Counselor Education

Variously called Counselor Education or Counseling and Guidance Program at the Graduate level.

One institution (UM) offers a counseling program at the bachelor's level in connection with psychology.

Thirteen institutions (A & M, ASU, AU, AUM, FSU, JSU, LU, TSU-M, TSU-R, UA, UAB, UM, and USA) offer Counselor Education or Counseling and Guidance at the master's level and two (AU and UA) offer this area at the sixth year, specialist, and doctoral level.

Eight institutions project changes in the future: By 1974-75 Troy State University at Fort Rucker projects the offering of the Ed.S. in Agency Counseling, and Troy at Montgomery projects the offering of the Ed.S. in Student Personnel Counseling in Higher Education; Alabama State University projects by 1974-75 the master's program in Rehabilitation Counseling; Auburn University expects to place more emphasis on Community Agency Counseling; Florence State University, Alabama State University, and Livingston University plan to offer Counseling and Guidance at the Ed.S. level; The University of Alabama in Huntsville projects the master's degree by 1975.

Five institutions (A & M, AU, AUM, JSU, UAB) project no changes by 1978-79.

In 1978-79, The University of Alabama in Birmingham projects a doctorate in Counseling and Guidance.

In 1978-79, The University of Montevallo projects a sixth year Counselor Education program.

c. Early Childhood Education

Currently nine institutions (A & M, ASU, AU, FSU, LU, UA, UAH, UM, and USA) offer bachelor's programs in Early Childhood Education and project increased enrollments by 1978-79. The University of Alabama in Birmingham and the University of South Alabama project bachelor's programs by 1978-79.

Auburn University and Livingston University have master's programs in Early Childhood Education which they plan to continue. Alabama State University, Florence State University, Jacksonville State University, The University of Alabama, The University of Alabama in Birmingham, and The University of South Alabama plan to have master's programs by 1978-79.

The University of Alabama in Huntsville plans the bachelor's degree in Early Childhood Education by 1975 and the master's degree by 1978.

The specialist degree (Ed.S.) and the doctorate in Early Childhood Education are currently provided at Auburn University and are also projected for 1978-79. The University of Alabama and The University of Alabama in Birmingham plan to have the Ed.S. and doctoral programs implemented by 1978-79.

Alabama State University is projecting a two-year certificate program in Child Care Services by 1974-75.

Institutions see major emphasis on Early Childhood Education as developmental programs.

d. Educational Administration and Supervision

Thirteen institutions (A & M, ASU, AU, AUM, FSU, JSU, LU, TSU, TSU-R, TSU-M, UA, UAB, UM) now offer the master's degree in Educational Administration or School Administration or Administration and Supervision.

Three (AU, UA, and UM) offer the sixth year program while Auburn University and the University of Alabama offer the doctorate in this area. Auburn University offers work at the elementary, secondary, higher education, vocational and technical levels, and for the professorate. By 1978-79, greater emphasis will be placed upon the service area and retraining experiences in Curriculum Supervision, Leadership, and Educational Planning. The University of Alabama will place emphasis upon greater interdisciplinary effort with the College of Commerce and with the School of Social Work, development of competency based examinations, greater use of modern management techniques, greater clinical orientation, and a systems approach to improving management and curriculum.

By 1978-79, Alabama State University, Florence State University, and Livingston University expect to go to the Ed.S. level. By 1974-75, Troy State University at Fort Rucker expects to offer the master's degree in Administration and Supervision, and the Ed.S. in Administration of Higher Education and in Supervision and Curriculum Development.

In 1978-79, The University of Alabama in Birmingham expects to combine the Center for Community Education with programs in Administration. The University of Alabama in Huntsville projects the specialist level in Administrative Sciences (in addition to its present master's program in Administrative Sciences), projects the master's level (in 1973) and the specialist level (in 1977) in Supervision and Curriculum

Development, and projects the master's level (1973) in the Principalship; in 1976 the University of South Alabama expects to offer the master's degree in School Leadership and possibly in 1978 the doctorate in Administration and Supervision.

e. Educational Foundations

Auburn University presently has no degree in Educational Foundations at any level. The Department now has a service function to other College programs. In 1978-79, Auburn University expects to have developed interdisciplinary doctoral programs in Educational Foundations. The major function at the master's level will continue to be that of service. The doctoral program will place heavy emphasis on research and strong academic support and will receive much support from departments outside of the School of Education.

Livingston University proposes the master's degree in Educational Research by 1974.

Troy State University by 1978-79 will have discontinued its present master's program in General Administration.

The University of Alabama now has degree programs in Educational Psychology at the master's, Ed.S. and doctoral levels. It presently offers a master's program in School Psychology and in the Historical, Philosophical and Sociological Foundations of Education. No changes are projected in these programs for 1978-79.

The University of Alabama in Birmingham now has a master's program and the sixth-year program in School Psychology.

The University of Alabama in Huntsville projects the master's degree by 1975 and the specialist degree by 1977 in Educational Psychology.

The University of South Alabama now has no degree program in the Foundations of Education. By 1978-79, it has projected the master's program in School Psychology and a doctoral program in Educational Psychology.

f. Educational Media

Five institutions (A & M, ASUM AU, JSU, and LU) now have the minor in either Library Science, Media, or Instructional Media.

By 1974 Alabama State University plans to offer a master's degree in Media.

The University of South Alabama is the only institution offering the bachelor's degree in Educational Media. Three offer the master's degree (AU, JSU, and USA) in Media or Instructional Media.

By 1974 Livingston University proposes the bachelor's program in Library Science.

By 1978-79 Auburn University plans to offer the specialist and doctoral degrees in Curriculum Systems with Educational Media as a subspecialization; by 1978-79 the University of South Alabama projects the master's degree in research preparation in Educational Communication and Learning Technology and possibly the doctorate in Eduational Media.

Generally, the master's level prepares curriculum developers (designing, producing, testing, storage, retrieval, and evaluation of learning systems); the specialist level prepares supervisors in curriculum and foundations; the doctoral level emphasizes preparation in general curriculum, media, technology of instruction and systems approach to curriculum design, development, and implementation.

Media specialists are also being prepared at the master's and AA levels in a separate School of Library Media at Alabama A & M. At the University of Alabama, the bachelor's degree in School Librarianship and Media is presently available through the College of Education, while the master's degree is available through the separate Graduate School of Library Services.

The University of Alabama in Huntsville projects a master's degree program in Educational Technology for 1975.

g. Elementary Education

All state institutions except Troy State University at Montgomery and Troy State University at Fort Rucker have bachelor's degree programs in Elementary Education. All institutions (13) currently offering bachelor's programs in General Elementary Education project them as continuing in 1978-79. Developing institutions project increased enrollments, while Auburn University sees enlarged programs in Early Childhood Education and Reading. The University of Alabama projects its program to emphasize Grades 4 through 8 with the addition of an Early Childhood Education Program. The University of Alabama in Huntsville emphasizes Grades 4 through 6 by providing an academic major and special work in group processes and diagnostic and prescriptive teaching.

Eleven of the state's institutions (A & M, ASU, AU, AUM, FSU, JSU, TSU, UA, UAM, UM, USA) have a master's degree program in Elementary Education and plan to continue them through 1978-79. Troy State University at Montgomery and The University of Alabama in Huntsville project the master's degree in Elementary Education by 1978-79.

Alabama Agricultural and Mechanical University, Alabama State University, Jacksonville State University, Florence State University, and The University of Alabama in Birmingham currently offer AA programs in Elementary Education; Alabama State University and Florence State University project their AA to the Educational Specialist degree by 1978-79.

Auburn University and The University of Alabama currently offer the Educational Specialist degree (Ed.S.) in Elementary Education and plan to continue through 1978-79; The University of South Alabama projects the Ed.S. by 1978-79.

Two institutions (AU and UA) offer the doctorate in Elementary Education and plan to continue through 1978-79. The University of Alabama in Birmingham projects the doctorate in Elementary Education by 1978-79.

h. The K-12 Programs

The preparation of teachers who operate within specialized fields but who are prepared to serve from the Kindergarten through Grade 12 should be considered in relationship to the total teacher preparation program. Undergraduate programs in this classification are as follows:

ART - 7	(A & M, AU, TSU, UA, UAH, USA, UM)
HEALTH AND PHYSICAL EDUCATION - 6	(AU, JSU, TSU, UA, UAB, UM)
LIBRARY SCIENCE (or EDUCATIONAL MEDIA) - 6	(ASU, AU, LU, UA, UM, USA)
MUSIC - 6	(A & M, AU, JSU, TSU, UA, UM)
READING - 3	(AU, UA, UAB)

SPEECH THERAPY - 1	(UM)
SPECIAL EDUCATION - 9	(A & M, AU, JSU, LU, TSU, UA, UAB, USA, UM)

The master's degree programs in this classification (K - 12) are:

ART - 2	(UA, AU)
HEALTH AND PHYSICAL EDUCATION - 4	(JSU, UA, UAB, UM)
LIBRARY SCIENCE (or EDUCATIONAL MEDIA) - 2	(AU, UA)
MUSIC - 3	(JSU, UA, UM)
READING - 3	(AU, UA, JSU)
SPECIAL EDUCATION - 5	(ASU, AU, JSU, UA, UAB)
SPEECH THERAPY - 2	(UA, UM)

Future Projections by 1978-79 in K-12 Programs

In Art Education

1. Florence State University -- a bachelor's program
2. The University of Alabama in Huntsville -- a fifth year program (master's level)
3. The University of Alabama -- the sixth year and doctoral programs

In Media and Library Science

1. Auburn University at Montgomery and Livingston University -- the bachelor's program
2. Alabama State University, Auburn University at Montgomery and The University of South Alabama -- the master's program

In Music Education

1. Florence State University -- a bachelor's program
2. Auburn University -- a sixth year program
3. The University of Alabama in Huntsville -- the bachelor's and master's programs
4. The University of Alabama -- the sixth year and doctoral programs
5. Alabama State University -- bachelor's and master's programs

In Physical Education

1. Florence State University -- a bachelor's program

In Reading

1. Alabama State University, Livingston University, Troy State University, and The University of South Alabama -- the fifth year program (master's level)

i. Reading Specialist

Auburn University, Florence State University, and The University of Alabama currently award the master's degree for programs in Reading and plan to continue through 1978-79.

Alabama State University plans a Reading Specialist program at the master's level by 1974-75.

Jacksonville State University, Livingston University, and Troy State University plan Reading programs at the master's level by 1978-79.

Auburn University currently provides the specialist degree (Ed.S.) in Reading while The University of Alabama and The University of South Alabama plan such a degree by 1978-79.

Auburn University is the only State institution with a doctorate in Reading which is offered as a subspecialization within Elementary Education. Future plans (1978-79) for state institutions show that Auburn University is the only one that plans to have a Reading program at the doctoral level.

By 1974-75, The University of South Alabama plans special emphasis on clinical and laboratory experiences. Heavy emphasis will be placed on action research as well as special research in at least one area of reading disability.

Although the University of South Alabama does not offer a master's degree in Reading, it has an area of concentration in Reading as part of the master's degree in Elementary Education.

The University of Alabama does not project a doctorate in Reading but does provide advanced courses in Reading that may be used as a graduate minor in a doctoral program.

j. Secondary Education

All state institutions in Alabama are preparing secondary teachers in the following areas at the bachelor's level: Biology, English, History, and Mathematics. By 1978-79 one institution (Livingston University) will drop History in favor of a Composite Social Science major.

Business Education

Only minor changes are predicted in the area of Business and related areas. Four institutions (A & M, ASU, AU, TSU) have Business office programs. Seven schools offer General Business as a teacher

education program (ASU, AUM, FSU, JSU, UA, UAB, USA). Secretarial Education is being offered by six institutions (ASU, FSU, JSU, TSU, UA, UM). By 1978-79 there will be an increase of one in General Business and a new course in Office Education.

Driver and Safety Education

The University of Alabama in Birmingham and The University of Montevallo have programs in Driver Education and/or Safety Education. The student has an option Module in Driver Education and Safety Education at the University of South Alabama as a part of the program in HPER. New programs are planned by Alabama State University and Auburn University at Montgomery by 1978-79.

Health, Physical Education and Recreation

The University of Alabama and Auburn University are the only institutions with Health Education programs. The University of South Alabama projects a Health Education program by 1978-79. However, Auburn University, Livingston University, The University of Alabama, The University of Alabama in Birmingham, and The University of Montevallo do train teachers in the area of Health and Physical Education.

In the area of Composite Physical Education, five institutions offer such a program (A & M, LU, TSU, UA, USA) with Alabama State University and Auburn University at Montgomery projecting a program by 1978-79. Straight Physical Education teachers are being trained at Alabama State University, Florence State University, Troy State University, The University of Alabama in Birmingham, and The University of South Alabama.

At present, only The University of Alabama and The University of Alabama in Birmingham have recreation programs. Alabama State University and Livingston University project programs by 1978-79. The University of Alabama, Auburn University, and The University of South Alabama have at present or will have by 1974-75 programs in Recreation Administration.

Modern Languages

Nine institutions (A & M, ASU, AU, JSU, UA, UAB, UAH, UM, USA) have a major in French, while Auburn University, Jacksonville State University, The University of Alabama, The University of Alabama in Birmingham, The University of Alabama at Huntsville, The University of Montevallo, and The University of South Alabama have programs in Spanish with an additional four institutions (AU, UA, UAH, USA) preparing students in the area of German. Alabama State University plans to establish a program in Spanish.

Music

Music at the secondary level is part of the teacher education program in all institutions except Auburn University at Montgomery, The University of Alabama in Birmingham, The University of Alabama in Huntsville, and The University of Montevallo; however, The University of Alabama in Huntsville projects a program by 1973.

Natural Science

Although all institutions have Biology programs, the next largest number of teacher education programs is in the area of Chemistry. Eleven schools (A & M, ASU, AU, FSU, JSU, TSU, UA, UAB, UAH, UM, USA) offer chemistry, seven offer physics (AU, FSU, JSU, UA, UAB, UAH, USA)

while all but Jacksonville State University and Alabama State University have Composite or General Science programs. Livingston University indicated that it also has a physical science program.

Social Science

History teachers are prepared in all thirteen state schools. Ten institutions (A & M, AU, FSU, LU, TSU, UA, UAB, UAH, UM, USA) do have a Social Science Composite major while two institutions (ASU, AUM) plan to add this program by 1978-79. Students in institutions of higher education may major in Sociology in Alabama State University, Auburn University, Auburn University at Montgomery, Florence State University, Jacksonville State University, The University of Alabama in Birmingham, The University of Alabama in Huntsville, and The University of Montevallo and in Political Science at Auburn University, Auburn University at Montgomery, Florence State University, Jacksonville State University, The University of Alabama, The University of Alabama in Birmingham, The University of Alabama in Huntsville, The University of Montevallo, and The University of South Alabama; a program in Geography is at Auburn University, Florence State University, and Jacksonville State University. Auburn University at Montgomery is the only institution with a major in Government. Economics is part of the teacher education program at Auburn University, Auburn University at Montgomery, Jacksonville State University, The University of Alabama, The University of Alabama in Huntsville and The University of Montevallo with the University of South Alabama planning a program by 1978-79. Psychology is presently a part of the teacher education program at Alabama A & M, Florence State University, Jacksonville State University,

Livingston University, The University of Alabama in Birmingham, The University of Alabama in Huntsville, and the University of Montevallo with Alabama A & M planning to phase out its program by 1978-79.

Speech and Drama

State institutions that have a Drama Theater program or a Speech Communications program or other combinations are Auburn University, Florence State University, The University of Alabama, The University of Alabama in Birmingham, and The University of South Alabama. Livingston University and Alabama State University are planning programs by 1978-79.

Graduate Programs in Secondary Education

Alabama A & M has a master's and AA programs in the following fields: English, Mathematics, Composite Science, Composite Social Science, and Agricultural Education and only the master's program in Business Office Education, Home Economics, Industrial Arts, and Trade, Technical and Industrial (TTI).

Alabama State University has the master's program in Biology, English, History, Mathematics, Sociology, and Adult Education. By 1978, master's programs are projected in Art, Composite Physical Education, Recreation, Recreation Administration, Music, Composite Social Studies, Business Education, and Music Therapy. By 1978, this University also projects the master's in Drama and French, as well as the master's in Spanish. AA programs are now available in English, Biology, and History, Mathematics, and Sociology. By 1978, the AA program is projected in Adult Basic Education, Composite Social Studies, and Business Education.

By 1978, the specialist programs are projected for Biology, English, History, Mathematics, and Adult Basic Education.

Auburn University has master's programs in English, Health and Physical Education, Mathematics, Biology, Chemistry, Composite Science, Physics, Composite Social Studies, Economics, Geography, History, Political Science, Sociology, Adult Education, Agricultural Education, Business Office Education, Distributive Education, Industrial Arts Education, Technical Education, TTI, and Reading.

This University also has the AA, specialist, and doctoral programs in English, Mathematics, Biology, Chemistry, Composite Science, Physics, Composite Social Studies, History, Adult Education, Agricultural Education, Business Office Education, Distributive Education, Home Economics Education, Industrial Arts Education, Technical Education, and Trade and Industrial Education.

By 1974 Auburn University projects the AA, specialist, and doctoral programs in Health Education and the doctoral program in Health and Physical Education. By 1975, the specialist program is projected in Music Education.

Auburn University at Montgomery now offers the master's program in English, Mathematics, Biology, Composite Social Studies, Economics, History, Political Science, Sociology, and General Business. For the future, no projections are made at the AA, specialist, or doctoral levels.

Florence State University has composite master's programs with 15 hour minors. Programs beyond the master's degree are not projected at this time.

Jacksonville State University now has the master's programs in English, Mathematics, Biology, History, Music Education, Political Science, and General Business Education. AA programs are available in English, Biology, History, Political Science, and General Business Education.

Livingston University has master's programs in English, Composite Physical Education, Health and Physical Education, Mathematics, Music, Biology, Composite Physical Science, and Composite Social Studies. Programs beyond the master's level are not projected.

Troy State University now has the master's programs in English, Composite Physical Education, Music Education, Biology, Composite Science, History. By 1973, Business Office Education and Secretarial Education are projected. No programs beyond the master's level are projected.

Troy State University at Montgomery has a master's program in English, Composite Health, Physical Education and Recreation, Composite Social Studies, and History. The Ed.S. program is projected by 1978 in these same areas.

Troy State University at Fort Rucker has the master's programs in English, Composite Physical Education, Mathematics, Composite Science, Composite Social Studies, and History. By 1973, the master's program in General Business is projected. No programs beyond the master's level are projected.

The University of Alabama has master's, AA, Ed.S., and doctoral programs in Secondary Education with a block in an academic teaching specialization required at each program level. In addition, master's

level programs are offered for secondary school teachers in the special fields of Art Education, Business Education, Distributive Education, Home Economics Education, Music Education, and Trade and Industrial Education. The AA, specialist, and doctoral programs are offered in composite Physical Education; and, in 1972, a master's program in Recreation Administration is projected.

The University of Alabama in Birmingham is offering master's programs in English, Composite Physical Education, Health, Health and Physical Education, Physical Education, Mathematics, Biology, Chemistry, Composite Science, Physics, Economics, History, Political Science, Psychology and Sociology. By 1973 Vocational Education is projected at the master's level. In 1974, a master's program is projected in Recreation.

AA programs are projected in English, Composite Physical Education, Health, Health and Physical Education, Physical Education, Mathematics, Biology, Chemistry, Composite Science, Economics, History, Political Science, Psychology, Sociology, and Vocational Education. Doctoral programs are projected in 1975 for English and History and in 1976 in Composite Physical Education.

The University of Alabama in Huntsville projects the following master's programs by 1973: Art, English, French, German, Mathematics, Biology, Chemistry, Composite Science, Composite Social Studies, Economics, History, Political Science, Psychology, and Sociology.

The University of Montevallo has the master's programs in English, Driver Education, Health and Physical Education, Recreation Administration, Biology, Chemistry, History, Political Science, Speech,

General Business, and Home Economics Education. Academic work at the AA level is projected for 1978-79.

The University of South Alabama has a master's program in the Secondary Education composite with 16 hours required in a teaching specialization (such as English, History, Political Science), and Health and Physical Education with additional options in Recreational Therapy and Corrective Therapy available through the Veterans Administration in Biloxi, Mississippi. The specialist level is projected for 1978 in Health and Physical Education and in General Secondary Education. The doctorate is projected by 1978 in General Secondary Education.

k. Special Education

Alabama A & M University now has programs at the undergraduate and master's levels in Special Education.

Auburn University now has a graduate program in Mental Retardation through the specialist level. The bachelor's degree is offered in Speech Pathology (which is an interdepartmental program with the Speech Communication Department and the Speech and Hearing Clinic), Behavioral Disturbances, and Mental Retardation. By 1978-79, the following new areas are to be added: Hard of Hearing (by 1975); Learning Disabilities (by 1975); and Trainable Mental Retardation (by 1975). The master's degree in all of the above fields will be granted with Behavioral Disturbances projected through the specialist level. The doctoral program will be in General Special Education. Auburn University will offer preparation opportunities in the following composite programs: (1) Speech Pathology -- Hard of Hearing; (2) Speech Pathology -- Behavioral Disturbances; and (3) Learning Disabilities -- Behavioral Disturbances.

Jacksonville State University has a certification program in Special Education at the bachelor's level.

Livingston University and Alabama State University have certification programs in Special Education at the bachelor's level. Alabama State University is projecting master's programs in general special education, trainable mentally retarded and rehabilitation services by 1974-75. Troy State University now has undergraduate programs in Mental Retardation, Multiple Handicapped and General Special Education. By 1978-79, the master's program in Mental Retardation and Multiple Handicapped is projected.

The University of Alabama now has bachelor's programs aimed at pre-service training. Its master's program is tri-dimensional: in-service and certification; professional; and foundations for advanced educators who wish to remain only in service roles. The doctoral program is for research, teacher education and administration. Present programs at The University in Special Education pertain to the Crippled, Educable Mentally Retarded; Emotionally Disturbed; General Special Education; the Gifted; the Hard of Hearing and Deaf; Learning Disorders; Multiple Handicapped; Trainable Mentally Retarded; and Special Education Administration. By 1978-79, The University plans to initiate cooperative training programs in Early Childhood and Vocational Education at the bachelor's, master's, and Ed.S. levels.

The University of Alabama in Birmingham has a nationally recognized Center for Development and Learning Disorders (CDLD) combining Neurology, Physical Medicine, Psychiatry, Pediatrics, Optometry, Psychology, and Education in its training programs. The master's degree in Special

Education may now be obtained. By 1978-79, this University will move to the doctorate by incorporating the facilities and staff of the Center for Development and Learning Disorders and the School of Education. This University hopes to permit all programs in Alabama to send their students to Birmingham for clinical experiences.

The University of Alabama in Huntsville projects by 1978-79 the master's and Ed.S. programs in Developmental Learning.

The University of South Alabama now offers the bachelor's and master's degree in Special Education. By 1974-75, it projects the Ed.S. in Special Education, and by 1978-79, it projects the doctorate in Emotionally Disturbed Therapy and Early Childhood Programs for Exceptional Children and in Recreation and Physical Education for Exceptional Children.

1. Vocational and Adult Education

Alabama A & M offers a degree program in Home Economics, Industrial Arts, Trade and Industrial Education, and Agricultural Education. In addition, A & M now has the master's program in Agricultural Education, Trade and Industrial Education, and Home Economics and an AA program in Agricultural Education.

Auburn University now has degree programs at the bachelor's, master's, AA, and Ed.S. levels in the following: Adult Education; Agricultural Education; Basic Vocational Education; Business Education; Distributive Education; Home Economics Education; Industrial Arts; Rehabilitation Services Education; Technical Education; and Trades and Industrial Education. At the doctoral level, Auburn University considers this program to be a "global degree with the primary purpose of

developing leadership roles in broad fields, rather than further subject matter specialization." By 1978-79, Auburn University will give new emphasis to programs in this field in light of the concepts implied in terms "Career Development through K-14" levels and "Manpower" at adult levels. A move toward a comprehensive department of Vocational and Adult Education has been given a top priority in the School of Education.

Livingston University projects the bachelor's program in Industrial Education.

The University of Alabama now has bachelor's and master's degree programs in Business Education and bachelor's degree programs in Secretarial Administration and in Office Management. The latter two do not lead to professional certification. By 1978-79, The University projects the sixth-year and doctoral programs in Business Education. This University now has at the bachelor and master's levels programs in Distributive Education and Home Economics Education, and Trade and Industrial Education. The Industrial Arts program at the bachelor's degree level is now in existence. The University does not see any change in 1978-79 in its programs in Distributive Education, Home Economics Education, Industrial Arts, and Trade and Industrial Education.

The University of Alabama in Birmingham now has the master's level program in Vocational Education. By 1978-79, programs in Trade and Industrial Education, General Industrial Arts, Distributive Education and Business Education will be expanded. A new emphasis will also be given to the preparation of Health Career teachers.

The University of South Alabama now has not degree in this area, but by 1978-79, it projects the bachelor's degree in Adult Education and the bachelor's degree in Industrial Arts Education.

m. Degree Production Projections--Private Institutions

Table 6 reports degrees produced at the bachelor's and master's level in private institutions in education. It should be noted that the data from four institutions were incomplete. Percentage increases are reported for the intervals and overall.

Table 7 reports degree production in education by each private institution. Where possible, percentage increases are also shown. No degree beyond the master's is awarded or expected to be awarded by the Colleges/Divisions/or Departments of Education in private institutions.

n. Private Institutions Reporting

The following eleven private institutions have participated in this Teacher Education Plan:

Athens College	Mobile College
Birmingham-Southern College	Saint Bernard College
Huntingdon College	Samford University
Judson College	Stillman College
Miles College	Talladega College

Tuskegee Institute

TABLE 6

DEGREE PRODUCTION: PRIVATE INSTITUTIONS*

	Bachelor's Degrees	Master's Degrees
Total, 1969-70	633	80
Total, 1974-75	837	226
% Increase '69-'75	32%	183%
Total, 1978-79	1151	365
% Increase '75-'79	38%	62%
% Increase '69-'79	82%	356%

*Incomplete data from four institutions

TABLE 7

B.A. / M.A. DEGREE PRODUCTION: PRIVATE INSTITUTIONS

INSTITUTION	BACHELOR'S				MASTER'S			
	1969-70	1974-75	1978-79	% INCREASE	1969-70	1974-75	1978-79	% INCREASE
Athens College	169	*	*					
Birmingham Southern	*	*	*					
Judson College	45	91	126					
Miles College	26	91	182					
Mobile College	*	23	30					
St. Bernard	*	147	157					
Samford	219	196	225		6	3	10	
Stillman	52	74	121					
Talladega	*	*	*					
Tuskegee Institute	122	210	280		74	213	355	
TOTAL	633	537	1151		80	216	365	

* INCOMPLETE DATA REPORTED

2. Degree Programs: Private Institutions

a. Bachelor's Degree Programs

Elementary/Early Childhood Education

Each of the eleven private institutions submitting data reported a bachelor's degree program in general elementary education designed to prepare teachers for grades 1 through 6. Three institutions (Athens College, Samford University, and Tuskegee Institute) also offer programs in early childhood education. Two institutions (Miles College and Mobile College) indicate a desire to add an early childhood education program by 1978-79. Stillman College projects an early childhood education program by 1973.

K - 12 Programs

Programs preparing art, music, and health and physical education teachers for kindergarten through grade twelve were reported by four private institutions (Athens College, Birmingham-Southern College, Judson College, and Samford University). One private institution (Judson College) offers a program for the preparation of school librarians.

Secondary Education

Each of the eleven private institutions also reported bachelor's degree programs for preparing secondary school teachers. Four institutions (Birmingham-Southern College, Miles College, Mobile College, and Talladega College) reported secondary education programs, but in the role and scope statement did not specify all subject-matter majors possible. The reported majors for secondary education students were:

biology (7), chemistry (7), English (6), mathematics (6), business (5), French (5), Spanish (5), health and physical education (5), history (4), music (4), art (3), composite science (3), speech and drama (3), physics (3), psychology (3), sociology (3), German (2), home economics (2), social science (2), economics (1), and school librarianship (1).

Special Education

One private institution (Athens College) reported undergraduate offerings in the area of special education, and these offerings enable a student only to meet minimum requirements of the State Department of Education for certification. By 1975, Stillman College projects a general special education program. By 1978-79, Athens College plans to offer a major in special education with concentrations in mental retardation, social and emotional maladjustments, and learning disabilities. Miles College plans to add a concentration for elementary education majors in the area of mental retardation by 1978-79.

No other private institutions reported existing or projected undergraduate programs in special education.

One private institution (Tuskegee Institute) offers programs in agriculture and industrial arts and projects a bachelor's degree program in technical education by 1973. No other private institution reported plans to offer additional majors in secondary education by 1978-79.

b. Master's Degree Programs

Of the private institutions reporting, only Samford University and Tuskegee Institute offer teacher education programs at the master's

degree level. At Samford University, programs are offered in the following fields: early childhood education, elementary education, administration and supervision, guidance and counseling, and secondary education. The graduate program in secondary education provides graduate-level cognates in business administration, English, history, mathematics, and music.

Samford University reported no plans to expand present graduate programs or to add new programs by 1978-79.

Tuskegee Institute offers master's degree programs in Adult Education, Counselor Education, Educational Administration, Early Childhood Education, Elementary Education, Secondary Education (cognates in biology, chemistry, English, mathematics, and social science), Adult Education, Agriculture, Home Economics, and Special Education.

Tuskegee Institute plans to expand some of its graduate programs by 1978-79. In Counselor Education, a program is planned in vocational rehabilitation counseling. The program in education administration will broaden its scope to include the preparation of superintendents and administrators for junior colleges.

Neither Samford University nor Tuskegee Institute reported plans to offer graduate programs beyond the level of the master's degree by 1978-79, and no other private institutions reported plans to initiate graduate teacher education programs by 1978-79.

F. Instructional Staff Projections--Public Institutions

Table 8 provides information regarding full-time equivalent (F.T.E.) instructional personnel as reported by public colleges and

universities. Column 2 provides F.T.E. instructional staff in 1969-70 with subsequent columns indicating growth in instructional staff through 1979. Growth is shown by institution both in numbers and percentage of increase. These data provide a basis for comparing projected growth in degree production and number of full-time equivalent instructional staff.

Table 9 provides information regarding growth in instructional personnel by fields of specialization. Figures indicate a summary of all public institutions. These data provide a basis for analyzing the relationship between degree production and faculty growth by fields. Similar data were not compiled for private institutions as state funds do not support these positions. Institutional reports from four of the private schools lacked data regarding growth in instructional personnel by specializations.

G. Personnel Considerations for Educational Improvement

The Colleges and Schools of Education agree that the improvement of Alabama's educational system will be achieved only if they can perform adequately three traditional functions. These are:

1. the training of new teachers and the upgrading of the preparation of employed school personnel;
2. the provision of service to education by extension of expertise (or through field services) from the campus into the classroom;
3. the conduct of essential research to resolve basic and persistent questions that, unanswered, prevent the attainment of quality education.

TABLE 8: F.T.E. INSTRUCTION STAFF, PUBLIC INSTITUTIONS

INSTITUTION	1969-70 F.T.E.	1969-75 F.T.E. ADDED	1974-75 F.T.E.	1975-79 F.T.E. ADDED	1978-79 F.T.E.	TOTAL GROWTH 1969-79	% INCREASE 1969-79
Alabama A & M	52.00	22.00	74.00	27.00	101.00	49.00	94 %
Alabama State U.	44.55	13.20	57.75	11.90	69.65	25.10	56 %
Auburn University	111.63	30.01	141.64	15.00	156.64	45.01	40 %
AUM	8.50	13.50	22.00	5.50	27.50	19.00	224 %
Florence State U.	20.80	10.10	30.90	9.80	40.70	19.90	96 %
Jacksonville State U.	17.90	12.50	30.40	9.00	39.40	21.50	120 %
Livingston	18.40	15.01	33.41	5.00	38.41	20.01	109 %
Troy State U.	22.00	2.00	24.00	5.00	29.00	7.00	32 %
Troy at Marvell	24.00	13.00	37.00	9.00	46.00	22.00	92 %
Troy at Ducker	25.88	3.00	28.88	0	28.88	3.00	12 %
University of Ala.	85.38	36.59	121.97	5.40	127.37	41.99	49 %
U of A - B'ham	22.05	46.35	68.40	25.25	93.65	71.60	325 %
U of A - Huntsville	5.25	4.00	9.25	7.75	17.00	11.75	224 %
U of Montevallo	27.05	14.65	41.70	11.20	52.90	25.85	96 %
U of South Alabama	39.68	26.00	65.68	31.00	96.68	57.00	144 %
TOTAL	525.07	261.91	786.98	177.80	964.78	439.71	83 %

TABLE 9: F.T.E. INSTRUCTION STAFF CHANGES, PUBLIC INSTITUTIONS

	1969-70 Base Data F.T.E.	1969-75 Additions F.T.E.	1974-75 Total F.T.E.	1975-79 Additions F.T.E.	1978-79 Total F.T.E.	Percent Increase 1969-79
Counseling and Guidance	54.90	21.69	76.59	17.89	94.48	72%
Educational Administration	19.67	22.14	41.81	8.45	50.26	155%
Educational Media	13.53	16.75	30.28	4.77	35.05	159%
Elementary Education	88.67	39.17	127.84	32.60	160.44	80%
Foundation of Education	64.90	25.75	90.65	20.94	111.59	71%
Secondary Education	128.20	57.24	185.44	46.75	232.19	81%
Health, P.E., & Recreation	90.63	25.67	116.30	18.0	134.30	48%
Vocational and Adult Education	38.50	20.84	59.34	12.23	71.57	85%
Special Education	21.16	32.66	53.82	16.17	69.99	230%
Total	520.16	253.91	782.07	177.80	959.87	84%

The projected enrollment data may indicate a future decrease in school enrollment at the elementary and secondary levels. This may allow a reordering of priorities so that resources may be directed toward improving the quality of teachers whereas the earlier emphasis had been toward producing numbers to meet teacher shortages. Ways must be found to allocate resources using quality rather than quantity as a base.

Mounting national evidence indicates that present educational programs will require substantial change to improve the achievement of many students, particularly the socio-economically deprived. New instructional practices will be needed to improve the results of education for these students. This has special meaning for Alabama, where a sizable percentage of children have been identified as socio-economically deprived. Title I populations, for example, are sizable in most of the state's 127 school systems. The 1970 census, employing Department of Agriculture criteria, identified 20.7 per cent of Alabama's families as living below the poverty level.

The new teacher population must have significantly greater skills to meet this challenge. Additional research to indicate which skills are critical is essential, but most educators agree that the preparation of new teachers must be more intensive and comprehensive. Clinical experiences should be expanded to include participation with the broad spectrum of school populations over a longer period. Most teacher training programs also envision increasing significantly the reality orientation training for all professionals, from new teachers through administrators; this will require expanded use of the schools as the site of more teacher training.

Changing the nature of instruction for future teachers and conducting an increased amount of training in the school setting would increase the numbers of F.T.E. instructional staff.

The provision of service to schools by Schools and Colleges of Education constitutes an important means for seeking general educational improvement. The Schools and Colleges of Education must serve as reservoirs of expertise in areas critical to quality education which school systems could not afford to employ individually. Colleges provide advice to the profession on matters related to instructional design, organization, finance, educational needs assessment, and in-service improvement for employed teachers. The Schools and Colleges of Education serve in advisory capacities through faculty members to school boards, to organizations within and without the profession, and to the State Department of Education.

Extended services are offered by the colleges at the expense of other functions, or, more commonly, through the contribution of the faculty member's time and effort. Such service function is not presently supported by the State, a fact which seriously inhibits improvement in general education and the indirect improvement of teacher education. Such services as the colleges have been able to provide where financially supported, come predominantly from extramural funds.

The provision of extended services to the general schools and the conduct of an increasing share of teacher preparation in the school setting would clearly require increased faculty. Where one manpower unit serves on the campus, one and one-half units are required in the field setting, either offering consultative assistance or supervising

clinical experience. This increased manpower requirement and additional cost must be weighed against benefits derived from the use of better information in the operation of the schools and the greater proficiency of new teachers.

In the report of individual institutions, projected F.T.E. faculty increases do not reflect an increase in manpower sufficient to provide these mutually sustaining efforts. Some reports cited aspirations for clinical experience increases in some programs, but none reported the addition of personnel to increase the presently restricted extended services. As a result of the preparation of this Master Plan, this insufficient personnel increase is under review by the public Schools and Colleges of Education.

At present, the research of critical issues in Alabama education is unrecognized as a requirement for quality in education and as a function of colleges of education. No positions were reported which were either partially or completely identified for the conduct of research. Research in education for Alabama now conducted by the colleges is another critical aspect funded almost exclusively by extramural funds. To estimate the potential increase in personnel that would be required is difficult. Further efforts by the education units in the colleges and universities to describe research needs will be undertaken. These considerations must be concluded before manpower projections can be made.

It should be a matter of serious concern that the conduct of basic research is absent from projections.

V. CONTINUOUS EDUCATION FOR TEACHERS AND RELATED PERSONNEL

By 1978-79, the role of the teacher will have changed significantly from one of the giver of information and a leader of learning to one of a manager of classroom learning. School systems will need to retrain their teachers currently in service in the new techniques of the management of classroom learning to reemphasize the technological and human systems on the improvement of conditions of learning. The role of colleges and universities in the State by 1978-79 will have shifted from an emphasis on work for certification to a greater emphasis on specialized programs to improve special skills needed in the successful management of classroom learning, communication facilitation or learning diagnosis and prescription.

Certain ideas seem to flow through all of the reports of the various colleges and universities pertaining to continuous education for teachers. These are listed below:

1. On a limited basis, special consultant services are being offered without charge or for nominal fees either through an organized bureau (or a coordinated function) of the institution or mostly by individual faculty members.
2. On a limited basis, institutions are presently sponsoring workshops and short courses both on and off campus for credit and non-credit. These are offered to update in-service teachers on significant changes in technology, equipment,

special materials, strategies and tactics in the teaching-learning process. An increasing demand exists that such programs be carried to the people to help them solve their local problems rather than having the people come to the campus for their problem solution. For example, sites for Continuing Education are diverse and include public school as well as junior college facilities. This increase in the performing of continuing education services in the field means increased workload for faculties in Colleges and Schools of Education.

3. Groups, agencies, and institutions other than the public elementary and secondary schools now request services of Colleges or Schools of Education within the State. For example, an institution of higher education may be called upon to help junior colleges or vocational/technical schools, or may be called upon by business to help develop a safety education program.

Continuous Education cannot grow under the present structure due to a constant and continuous lack of funding. If the State is willing to assume its responsibility concerning Continuous Education, the Council is predicting that this area will become a major thrust in Teacher Education and in the Schools and Colleges of Education.

VI. SPECIALIZED PROFESSIONAL SERVICES

To separate some of the specialized professional services from those of Continuing Education has proved difficult. No overlapping is implied. All universities cannot do all things; however, the State's Schools and Colleges of Education provide certain specialized professional services at the local, state, regional, and national levels, which specifically, are distinguished from degree programs and Continuing Education. Such specialized and professional services focus on organizational and institutional improvement rather than on individual improvement. These services, although not provided by all institutions of higher education, include the following: (Neither order nor rank is indicated or implied by this listing.)

1. The educational planning services program which makes available to school systems throughout the state professional services in conducting school surveys, projecting long-range school programs, and planning school plants.
2. Active involvement with such State agencies as the State Department of Education, the Alabama Education Association, the Education Study Commission and the Commission on Higher Education in their roles in educational development in Alabama.
3. Active participation with the several professional organizations in the State with a focus upon a coordinated approach to professional organizations and their common purposes to improve the scope and quality of education.

4. Assistance to school boards in developing school board policies and publishing policy manuals.
5. Educational program auditing services to school districts in the State with a primary focus on federally funded projects requiring an objective, professional, independent review and assessment.
6. Consultant services to schools and school systems seeking state and regional accreditation as well as services on visiting committees for accreditation agencies.
7. Both incidental and continuing consultative services to school systems in curriculum development, in-service education programs, and implementation of innovations in education.
8. More cooperative efforts to professionalize instructional supervision in Alabama with a focus on recruiting, training, certification, and placing instructional supervisors and curriculum directors.
9. Participation in consortia of junior colleges throughout the State and extensive consultative services to junior colleges throughout the State on curriculum development, faculty development programs, improvement of instruction, federal project design, and proposal writing.
10. Continuing programs of professional assistance to school systems with problems associated with improving the quality of education for all pupils in unitary school systems.
11. Counsel to regional and national agencies of the U. S. Office of Education regarding practical approaches to establishing

unitary school systems.

12. Professional assistance to the State Department of Education and to local school systems in developing criteria for good school programs and the evaluation of school personnel.

An area which will require considerable additional staff and financial assistance will be the internship year proposed by the State Board of Education for all new teachers before professional certification can be granted. The impact of this resolution cannot be anticipated at this time by the State's educational institutions. However, to cooperate with the State in the supervision of approximately 3,300 new teachers in the provisional year will be an expensive endeavor.

Many of the services listed are of very recent origin and are being provided to assist partially in meeting the demands of the ever-changing society. Most of these activities are currently provided on a limited basis through either the collective efforts of individuals or through extramurally supported projects with relatively little support at this time from the State of Alabama.

VII. RESEARCH NEEDED IN EDUCATION

At present, as noted previously, professional education relies for its research base predominantly on two bodies of knowledge:

1) evidence from research conducted outside the region, state, and its institutions;
2) knowledge from research conducted in Alabama, but supported by extramural funds, largely of federal origin.

These research endeavors, while useful and meaningful, have serious limitations when used as a basis for decision-making for Alabama's educational future. First, research conducted outside the state and region does not necessarily reflect the conditions and characteristics of the state and its people. Extramural support for research has enabled the profession to investigate many important concerns, and has been of tremendous value. However, the source of support has also, in most cases, focused inquiries on matters of concern to the funding agent, and this has not always enabled the state to investigate areas of critical importance to education in Alabama.

Less than sufficient information is presently available to resolve present needs and meet future demands on Alabama's educational system. Professional educators in the state generally recognize this. They also realize that the achievement of excellence cannot be accomplished unless education's decisions are based upon substantial research evidence.

The following areas are suggested as areas of concern much in need of empirical study.

A. Learning Styles

Alabama's population is as diverse as distinctive; yet much effort is required to delineate the learning styles which characterize students at all levels in a state's system. To investigate the means by which Alabama children best learn, and to recognize those factors affecting their learning which distinguish them from children of other regions of the nation is essential.

B. Cultural Influences on Learning

Educators are also cognizant of the several sub-cultures which make up the state's people, and recognize that each sub-group brings to the educative experience its own values, perceptions, and aspirations. Schools seek to accommodate these valuable differences as best they can, while also seeking to provide a common core of knowledge which will build a meaningful total society. To perform this task to the level of sensitivity it deserves still requires considerable study. No meaningful research presently enables education in this state to respond with the effectiveness the profession would prefer.

C. Selection, Development and Presentation of Content

The organization of learning and the age ranges which the state's system serves are also in need of study. Education needs more evidence of the effectiveness of various curriculum models now under development which include the use of improved materials, the study of new content, methodological innovations, and alternative organizational patterns. Much more also

needs to be known about the readiness of Alabama children for education at various ages and the types of experience which will be most beneficial. Alabama must make imminent decisions concerning early childhood education and the programs of the proliferating "middle schools." The information from which these decisions must be made will not be available unless thorough research is conducted in Alabama.

D. Organization and Administration

The organizational structures and administrative processes in Alabama schools play a central role in their success. Here, too, are areas of concern for which no serious research provides guidance. Too thinly investigated, and insufficiently understood, answers must be found to questions related to the training and performance of those charged with educational leadership in this state at all levels.

E. Study of Professional Preparation

Finally, continuing study of professional preparation programs is required to provide the basis for self-evaluation of the professional education programs. The nature of the students entering these programs, the qualities they develop, and the abilities they acquire are all essential to achieving the goal of quality education. Only thorough study will enable systematic programmatic improvement to occur.

The need for research of concerns critical to Alabama education in learning styles, cultural influences in education, curriculum alternatives and learner populations are considerable. Alabama's professional educators strongly desire to rely on empirical knowledge to guide them in the design and conduct of the finest educational programs for the state and its people.

In no sector of the profession is this aspiration more keenly felt than in the schools and colleges charged with the responsibility of training tomorrow's teachers and administrators. At present, the lack of state support for this function, and the resultant reliance on research conducted without the area, and through extramurally funded activities, prevent such a course.

This plan strongly urges that the state consider the funding of research in the global areas here described. Further, funding must be specifically allocated using a program budgeting process by setting forth moneys for the conduct of study in these areas. The Alabama Association of Colleges for Teacher Education could be established as responsible for coordinating, among all of the professional schools, the development and implementation of research designs capable of providing relevant information in these areas. In this way, the resources of all institutions can be used. The results will be objective and employed through all programs.

The initiation of serious, objective study of these central questions will do much toward establishing a firm foundation for education in Alabama.

VIII. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter highlights the major facts brought to light in the study, draws certain conclusions from these facts, and recommends steps to be taken which are designed to serve the purpose of making available well prepared professional personnel needed by the public schools in Alabama in the years immediately ahead. The study leans heavily on quantitative data, although gaps exist in the data which could not be filled. Time constraints and the lack of evaluative data on existing teacher preparation programs in Alabama made it necessary to omit most qualitative considerations pertinent to a state plan for teacher education.

A better job has been done of presenting information upon which a plan for the development of teacher education should be predicated than in presenting a satisfactory plan. The committee assigned to do the study was authorized to do so by the Alabama Association of Colleges of Teacher Education, but time was not available for consideration by the Association of many of the recommendations in the report. Hence, final responsibility for the report must rest with the committee.

A. Perspectives

The existence of social, economic, and cultural problems of such magnitude that the future of our nation is at stake needs no validation. These problems center on the options available to an

individual in the future, the institutions of society which can best help him make good on the options he chooses, and the roles of government which will be needed to assure a fair break to all within the beliefs and commitments of the society as a whole.

As schools have evolved, they have been given increasingly heavy responsibilities for the welfare of each individual and the entire society. Today, education is viewed as providing the only long-term solution to the problems which cloud man's future. No alternative way for man to achieve his best destiny within the framework of democratic values has been found. Hence, the schools of the future will find themselves under ever-increading pressure to provide educational opportunities for all children and youth which are best adapted to their interests, abilities, and needs.

We do not have such schools today. However, considerable progress has been achieved in finding ways of making schools more effective. Hence, schools are in an era of transition of greater magnitude than ever before. The gap between what is expected of schools and what the public views as being produced by the schools creates widespread dissatisfaction with our educational system.

A major share of the responsibility for providing the educational programs which are needed falls on teacher education programs in institutions of higher learning. A state so abundantly blessed with natural resources as is Alabama which, at the same time, is at or near the bottom on indices of wealth, social adequacy, and education must face some sharp questions. Why do other states show up so much better on the various indices of well-being, even though

their natural resource base is not nearly so good? The educational system provided by the state appears to be the only satisfactory answer.

The burdens on teacher education in the state are substantial. Public school systems have outstripped teacher education programs in adapting to changing conditions. Some tested new programs and innovations in the public schools have been achieved without benefit of teacher education programs which were equally innovative. The emerging programs of public education create new demands on teacher education and pose serious challenges to institutions which offer these programs. Obviously, evolving educational practices, curriculum needs and staffing patterns in the public schools have a bearing on the programs which should be offered in institutions of higher learning which purport to prepare teachers.

B. A Look at Current Facts

The public schools in Alabama enrolled 850,157 pupils in 1969-70. Enrollment in 1971-72 was 806,454--a decline of 23,703. An estimated 30,000 pupils were enrolled in private schools in 1971-72.

There were 33,026 teachers employed in the public schools in 1970-71, of whom 16,145 were in elementary schools (grades 1 through 6), and 16,881 in secondary schools (grades 7 through 12). During the 1971-72 school year, 32,897 teachers were employed--a decline of 129 over the previous year. The best information available indicates that about 1,500 teachers were employed in private and parochial schools in the same year.

Levels of preparation of teachers employed in 1970-71 as indicated by the highest college degree held were as follows: those

holding no degree--1.8 per cent; two years of college preparation--2.1 per cent; bachelor's degree--72.5 per cent; master's degree--21.7 per cent; sixth year degree or certificate--1.9 per cent; and doctoral degree--0.

Twenty-eight institutions of higher learning in the state, 15 public and 13 private, are engaged in the preparation of teachers, each having a program approved by the State Board of Education. The number of graduates of these institutions now teaching in the state ranges from a high of 4,587 from Alabama State University to a low of 9 from Oakwood College. The number of degree teachers employed in the schools is 30,497, of whom 5,146 received their degrees from out-of-state institutions. This means that 25,351 graduates of state institutions are employed in the public schools, of whom one out of 5-1/2, or 18 per cent, are graduates of Alabama State University.

Alabama State University, Auburn University, Florence State University, Jacksonville State University, Troy State University, University of Alabama, and The University of Montevallo produced 18,011 of the 25,351 graduates of Alabama institutions employed in the public schools of the state, leaving 7,340 to come from the other institutions in the state which prepare teachers. The meaning of this lies in what has been and not what the future holds. The newly created urban universities--University of South Alabama, University of Alabama in Birmingham, and The University of Alabama in Huntsville--will play rapidly expanding roles in teacher education.

Five of the 28 institutions, Judson College, Talladega College, Mobile College, Spring Hill College, and Oakwood College, have only 286 graduates teaching in the state.

The teacher preparation institutions in Alabama graduated 5,665 persons with degrees in education in the 1969-70 school year, of whom 4,952 were from public institutions and 713 from private institutions. Of the total number of graduates, 4,305 received baccalaureate degrees, 1,148 master's degrees, 92 sixth year certificates, 21 Specialist in Education degrees, and 99 doctorates. Of the 1,360 graduate degrees awarded, 80 were awarded by private institutions, all at the master's level.

Of the 1969-70 graduates of teacher preparation programs in the state, 53.7 per cent of the Elementary Education graduates began teaching and 47.6 per cent of the Secondary Education graduates began teaching in Alabama. A little more than one out of five, 21.6 per cent, of those earning teacher education degrees in the state that year entered teaching ranks in other states. Three out of four graduates in Elementary Education began teaching careers, and 67.8 per cent of all secondary teachers began teaching careers the year after graduation. Although no statistics are available to show the exact number involved, many of the remainder went into social service positions for which their preparation had prepared them to some degree.

The only authoritative information available on teacher supply and demand in the state comes from a study being completed by Mr. Joe Ludlam, a doctoral student at Auburn University. Some districts report an oversupply of applicants in most major teaching fields, while other districts report shortages in the same fields. The state level picture is that more certificated teachers in English and social studies are available than positions to be filled. Shortages continue in the physical

sciences and mathematics. Severe shortages exist in special education, counselor education, and music. Lack of demands in foreign languages, speech, drama, and art result from programmatic shortcomings in the schools.

The fact that the state issued 5,000 defense certificates in 1970-71 is difficult to reconcile with the findings of this study. Since an application for a defense certificate must be accompanied by an affadavit from a school superintendent stating that he cannot secure a qualified teacher in the area for which the certificate is being sought, the question of oversupply has been unduly publicized. Securing a better distribution of qualified personnel among the teaching areas in the schools is a major problem.

Serious imbalance exists in the production of elementary and secondary education teachers. While 48 per cent are employed in elementary schools and 52 per cent in the secondary schools, 68 per cent of those graduated in 1968-69 were from secondary education programs and only 32 per cent from elementary programs. One-third of the elementary school teachers in the state were graduated from secondary education programs.

To make a study of the character and quality of present teacher preparation curricula in the institutions of the state was not possible. However, some inferences can be drawn from only ten of the 28 institutions being accredited by the National Council for the Accreditation of Teacher Education. While accreditation by the Council does indicate a minimum level of quality of programs and is a matter of prestige, application for accreditation is voluntary, and no assumption should be made

that an institution which has not sought accreditation does not have a good program. Approval by the State Board of Education cannot be viewed as indicating a minimum level of quality inasmuch as no criteria have been postulated which institutions must meet to secure approval, and institutions which have secured such approval have not been evaluated by the State Board since their initial approval.

Information on numbers of staff members engaged in teacher education programs in the various institutions was collected. Little relationship was found between the number of staff members and the number of teaching specializations for which the institution provides curricula. The number of faculty members in professional teacher education programs ranged from a low of four to a high of 112. It was found that personnel are being prepared for 114 different roles, each requiring a separate curriculum with its own areas of specialization, although some elements are common. No single institution offers all of these programs, but there is no way to predict how many an institution offers by the number of staff members it has in its College or Department of Education.

Selection and admission policies to teacher education vary widely among the 28 institutions. Methods of evaluating products of these programs vary widely also. Programs tend to be course-centered; that is, formal study of the traditional type in college courses and classrooms, with minimal requirements of field experience. The general education, teaching specialization, and professional teacher education components are [illegible] relatively independently of each other and without much regard for coordination. Publications, films, filmstrips,

and audio-visual and television equipment are at a minimum in most programs and virtually non-existent in some.

Most, if not all, of the public institutions provide a minimum of field services and a number of the private institutions do also. Several offer formal courses off campus for teachers in service. Such courses constitute the only organized field service offered by any of the institutions. Some provide consultative services to school systems of a variety of sorts. Two institutions conduct formal studies for school systems, ranging from comprehensive surveys to studies of single problems or issues, such as local financial support for schools. However, the great need for field services to assist in upgrading public schools of the state is barely dented by the combined programs of the 28 institutions.

The picture with respect to research is even more dismal. Not a single institution in the state has a planned coordinated program of research designed to provide answers to the critical educational problems of today. Only two institutions do anything at all in the way of basic research to improve teaching and learning and only in a very limited way. Most of the 28 institutions in the state make no claim to any research having to do with teacher education. Not a single institution allocates any of its resources to support research in education, although two have small grant-in-aid programs for individual professors in their institutions. Any expenditures beyond these grants comes either from extramural resources or from the individual who wishes to do the research.

C. Supply and Demand

The state is in a period of declining school population and enrollment. Peak enrollment was reached in 1966, the total being 864,312. There had been a decline of about 58,000 by 1971-72, the total enrollment being 806,454. Although in 1969-70 the public schools lost approximately 650 teachers and 21,000 students to the private schools, the assumption is that these populations are negligible factors in the total picture, and they are not considered further.

The public schools will enroll approximately 709,000 students in 1978-79, due to a decline in the birth rate. Other estimates of enrollment in 1978-79 are considerably higher. Therefore, the one used here is considered to be most conservative. If only enrollment were considered in projecting teacher needs, the task would be relatively simple; however, several other factors must be considered.

One of these factors is pupil-teacher ratio. Presently, Alabama has one of the highest pupil-teacher ratios of any state in the Union. The ratio used by the State Department of Education in allocating teacher units to public schools is 28 to 1, grades 1 through 12 (Average Daily Attendance). However, some public school districts using funds from other sources achieve a lower pupil-teacher ratio.

The National Center for Educational Statistics projects a reduction of pupil-teacher ratio for the nation as a whole to 26.6 for the elementary schools and 21.2 for secondary schools by 1978-79. The assumption is made in this study that the trend in Alabama will be toward the national average, although it may not be reached by 1978-79.

Another assumption upon which projected teacher needs are determined in this study is that the schools will substantially increase their holding power. Presently, only about 65 per cent of those who are enrolled in the eighth grade graduate from high school. In 1971-72, 50,321 students were enrolled in grade twelve; 12 years earlier there were 86,646 students enrolled in the first grade; and five years earlier, there were 72,637 students enrolled in the eighth grade. These are appalling losses, four of of 10 from first grade to the twelfth, and three out of 10 from the eighth grade to the twelfth. (It is assumed that out-migration and in-migration were the same during this time.) Already a trend exists for students to remain in school longer.

Another important consideration in projecting teacher needs is curricula in the public school in the process of development and new ones which may be added between now and 1978-79. Special Education is growing rapidly in the state, and there is a serious shortage of qualified teachers. Early Childhood Education is in its beginning stages, although the state has not yet appropriated funds for teacher units. There will be a substantial demand for Early Childhood Education teachers by 1978-79. The demand is already beginning due to special programs being made possible by Federal grants and in some instances through local funds. The demand for well-prepared teachers in private nursery schools and kindergartens is increasing. Other programs such as Head Start need well-prepared teachers.

Recent legislative enactments require high school graduates to complete driver education programs. New legislation expands Vocational Education. Currently a dearth of adequately prepared counselors,

librarians, and media specialists exists at all levels of the public school programs. The state has never adequately supported public school programs in art, music, drama, and health. Some movement toward strengthening these programs by 1978-79 is predicted. There will be need for administrative and supervisory personnel.

The State Board of Education has adopted a resolution requiring elementary and secondary schools of the state to work toward accreditation by the Southern Association of Schools and Colleges. A trend in this direction is already evident. Accreditation means a reduction in pupil-teacher ratios in many schools, especially those on the elementary level. It may also require the addition of more personnel with training in library and media, the addition of personnel in physical education for the elementary schools who have special preparation in this area and the addition of well-prepared guidance counselors for the elementary schools.

Another important influence on teacher supply is the retirement rate of teachers in service. According to information provided by the Alabama State Teacher Retirement System, there will be 1,350 retirements at the end of the current year. The evidence at hand indicates without reasonable doubt that about 4.6 per cent of those in the profession will retire each year during the decade of the Seventies, about 1,500 per year after the present year.

On the national level, teachers who have dropped out of the profession and re-enter later account for approximately 5 per cent of the vacancies each year. Studies by the Alabama Education Association show that the rate is slightly less in Alabama but is a factor to be taken into consideration in projecting needs.

After giving all of these factors due consideration, it is estimated that positions for 9,955 additional teachers will be available through the school year of 1978-79, a period of only six years. Nearly 10,000 teachers will be needed during these years beyond the number currently available. If this estimate is correct, the distribution will be on an ascending scale with the smallest number needed for 1972-73 and the largest number for 1978-79, due to the nature of the trends which are affecting demand.

Degree production projected by the institutions in the state which prepare teachers amounts to 16,942 for the year 1978-79 of which 9,110 will be baccalaureate degrees, 5,686 master's degrees, 1,129 sixth year certificates, 677 Ed.S. degrees, and 350 doctorates. It is assumed that only the baccalaureate graduates are available for initial entry into the profession. If present trends continue with respect to the number of graduates who begin teaching in Alabama, nearly 4,500 graduates will be available for employment in 1978-79. If the present imbalance between the production of secondary and elementary teachers is not corrected, this would mean, among other things, a sufficient pool of teachers with elementary education preparation, but a gross oversupply of secondary teachers.

Whether secondary sources of employment will be sufficient to absorb the oversupply is unknown. Should the present trends in employing personnel with preparation in professional teacher education in social services fields continue and should proposed reforms in social welfare work materialize, substantial new employment opportunities will be created in these fields. However, options should be created in

present teacher education curricula to provide some study more directly related to such employment.

It will be most unfortunate if present trends in the distribution of teacher education graduates by fields of specialization continues. This would mean continued shortages in certain teaching specializations and an oversupply in others.

Some reference to economic conditions and salary levels of teachers is necessary in any realistic projection of need. Alabama has never been, and is not now, in a competitive position insofar as salaries are concerned. If salary levels in the state remain about the same or increase no faster than they do in the nation as a whole and in surrounding states, Alabama will remain relatively unattractive to those seeking careers in teaching. If general economic conditions become less favorable and unemployment rates are accelerated, teaching may become a more desirable profession for many and competition for positions may become keener.

No change in the current rate of influx from teachers outside of the state is anticipated. This rate is taken into account in estimating the supply of teachers needed in 1978-79.

Another assumption is that field programs and services of teacher preparation institutions in Alabama will increase substantially. The State Board of Education resolution adopted on January 25, 1972, mandating that teachers in service be updated will require enormous increases in the field program for teacher preparation institutions, if the resolution is to be implemented. This would call for large increases in the number of faculty members of Schools and Departments of Education.

The provisional year of teaching to be required by the State Board of Education before full certification of beginning teachers will place heavy burdens on the institution of higher learning. It is inconceivable that any institution would not be involved in the evaluation of its graduates, preparatory to consideration for full certification. The companion requirement that every school district have an approved program for the continuing professional improvement of all personnel will be even more demanding.

In view of the formidable unsolved problems in schools and in teacher education, the assumption is made that more attention will be given to the development of research programs by teacher preparation institutions and that support of such programs will increase greatly. This would also increase the number of faculty members needed in Schools and Departments of Education.

D. Conclusions

The long drought in the availability of competent teacher education graduates is not over in most areas of teaching specializations. The oversupply in number is limited to selected fields, mostly English and social studies. The distribution of available personnel where needed is a major problem.

For the first time, it is now possible to concentrate heavily on the quality of products of teacher education programs. This effort, to succeed, will require far-reaching improvements in teacher education programs and a tremendous expansion in the services rendered to school systems by School of Education faculties.

Never has there been a time when the need for better teachers was greater, nor the problems of meeting this need so substantial. The question to be asked in the future is not "Is there a certificated teacher available?" but rather "Is there a competent teacher available?"

The complexities of teacher education curricula are increasing rapidly. Specialization unique to the requirements of the job is essential for each teaching role in the public schools, and there are many such roles.

Fortunately, there is no dearth of institutions of higher learning willing to accept the difficult set of challenges which must be faced in providing adequately prepared teachers for the public schools. But, their willingness to do so is exceeded by the resources available for the task.

The imperatives of these challenges is underscored by widespread public dissatisfaction with present school programs as reflected by recent State Board of Education resolutions on accrediting schools and on upgrading the competence of teachers.

Previous sections of this report amply document the need for major educational reform in the state which, if successful, must be based on far-reaching change and expansion in teacher preparation. In consideration of these matters, the following recommendations are offered.

E. Recommendations

1. State Level Planning and Coordination

1. At least five agencies in the state have a heavy stake in the preparation of personnel for the public schools. These are the

State Board of Education, the Alabama Education Association, the Alabama Commission on Higher Education, the Educational Study Commission, and the Alabama Association of Colleges of Teacher Education representing the institutions of higher learning with teacher education programs. Machinery on the state level should be created which will permit these agencies to work in concert on the problems of producing an adequate supply of well-prepared teachers, principals, supervisors, superintendents, counselors, media-librarians, and other specialists.

2. The State Department of Education should play a major role in the functioning of this mechanism and in the coordination which is necessary among these agencies if personnel needs of the schools are to be met satisfactorily.

3. The separate responsibilities of each of these agencies for teacher preparation should be clearly defined and satisfactory working relationships among these agencies established and maintained.

2. Program Planning and Improvement

4. Teacher preparation institutions in the final analysis must assume responsibility for actual program change and improvement. Successful change depends largely on the understanding and support of administrative officials of the institutions.

5. Present certification standards of the state are largely obsolete and new standards should be developed as rapidly as possible which take into account requirements for successful teaching and leadership in the kinds of schools which are essential. The State Department of Education is already providing leadership for this task.

6. New certification standards should be based on the competency concept of teacher evaluation. Teachers should be certificated on the basis of performance and not the number and kinds of courses passed.

7. The development of new certification standards should rest upon cooperative processes involving active participation by persons from local school systems, academic disciplines, professional teacher education, and the State Department of Education. Necessary state level leadership is a responsibility of the State Department of Education as is the final product which must be submitted to the State Board of Education for approval.

8. The State Board of Education should adopt appropriate criteria for approval of teacher preparation programs in the state and apply these criteria to each program as soon as possible and periodically thereafter. Standards of the National Council for Accreditation of Teacher Education should be adopted as soon as feasible as the criteria for state approval of programs.

9. Each institution having a teacher education program should inaugurate in-depth studies of its program, if it has not already done so, and revise it in the light of present demands on teacher education personnel and the best that is known about what constitutes good teaching and learning. Special attention should be given to the social, philosophical and psychological knowledge and skills required for success in teaching the diversity of population in today's schools. Similar depth attention should be given to the provision of laboratory, clinical and internship experiences as a part of the total professional

preparation program. The general education and teaching specialization components should be re-evaluated and their subject matter addressed more appropriately to student needs.

10. Careful attention should be given to the improvement of selection and retention policies for teacher education. Minimum criteria for all institutions should be agreed upon at the state level.

11. Special effort should be made to help students identify the areas of teaching specialization in which they show most promise as the primary basis for determining their teaching fields.

12. Institutions should accept responsibility for diminishing the imbalance between the numbers graduating who are prepared to teach in elementary schools and in secondary schools. Appropriate relationships should be sought between supply and demand in assisting prospective teachers determine their fields of specialization.

13. Continuous studies of supply and demand should be conducted on the state level with the information coming from these studies made available to the institutions offering programs for use in counseling their students.

14. Some way should be found to differentiate functions among institutions in order that each may offer only those teaching specializations which its interests, resources, and commitments justify. Fewer institutions offering programs for which there is limited need would add materially in maximum utilization of the resources available for teacher education. In the determination of which institutions should offer what programs, due consideration should be given to geographical location to serve the convenience of the people

of the state. Institutions which turn out few teachers may find it too expensive to maintain programs of necessary quality.

15. In light of the relatively small percentage of educational personnel who hold only the baccalaureate degree, concerted effort should be devoted to increasing substantially the percentage of personnel who hold master's, specialist and sixth year degrees and the doctorate. Ultimately, no one should be fully certified with less than a master's degree and larger and larger proportions of school personnel should hold the doctorate.

3. Field Services

16. All teacher preparation institutions should accept the responsibility for providing field programs and services to public school systems. The value of such programs does not lie exclusively with the recipients, faculties in teacher education need such experience to maintain the currency of their own professional work. Administrative support from the institutional level and financial support from the state level are essential if adequate extension programs and services are to be provided.

17. All teacher education personnel should be involved in field programs. The institution should have a well planned and coordinated program of field services, much of which may not be credit producing.

18. A way to achieve state coordination of field services should be developed. The present system of competition resulting in overlapping services in the same school districts and the lack of services in other school districts cannot be justified. The strength

and weaknesses of the faculty of each institution should be taken into account in achieving such coordination.

4. Research

19. Each teacher preparation institution should develop a research program designed to evaluate and improve constantly its teacher education programs and in other ways benefit the public schools of the state.

20. All members of the teacher education faculty should be engaged in the research program as well as appropriate faculty members from other faculties on the campus.

21. State level planning to determine the research which should be done, establish priorities and provide for coordination of programs among various institutions should be achieved.

22. Arrangements should be made for the appropriate evaluation of research results in terms of their applicability to programs of improvement and means created for dissemination of this information among all interested personnel.

23. Campus instruction, services, and research should be appropriately integrated into a single teacher education program, the parts of which are mutually supportive.

5. Autonomy

24. Implicit throughout this report is the fact that successful public schools today emphasize the teaching of subject matter in relation to the needs, interests and abilities of the individual learner as a unique personality. The meaning of this shift for the preparation of

teachers has been emphasized repeatedly in the report. Much teaching in higher education is still oriented to subject matter per se rather than adapting it to the individuality of the learner. Hence, severe problems are posed in preparing teachers for the role they must play in the schools, since teachers tend to teach as they were taught. Therefore, the ultimate control of teacher education should rest with those whose commitments to teaching and learning are the same as those demanded by the public schools. The legal authority of achieving this end rests with the State Board of Education.

25. Teaching and learning in the schools needed today are even more rigorous in their demands on subject matter than is content-centered teaching. The utilitarian function of knowledge emphasized today requires adapting it to the needs, purposes and interests of the student. Therefore, the determination of the content in the curriculum and how it is to be used in the public schools should be the responsibility of those who are committed to teaching the student as a person instead of simply teaching subject matter.

26. Responsibility for evaluating the products of teacher education programs should rest with those whose commitments to teaching and learning are consistent with those required for success in the public schools.

27. The autonomy proposed for teacher education is consistent with that already exercised in preparation for other professions. Healthy program experimentation and diversity should be enhanced through greater program autonomy as proposed here.

6. Resources

28. The cheapest investment society makes in the preparation of professional personnel to serve its needs is its investment in the preparation of teachers. No other profession rests its case on such little preparation for its practitioners. Yet, more than any other profession, successful teaching must concern itself with cognitive, affective and psychomotor dimensions of human development and the effectiveness of teaching must be judged in terms of its impact on the total personality of the individual. Hence, substantial increases in budget allocations for professional teacher education are necessary, if programs are to be added.

29. The number of faculty members in teacher education should be doubled by 1978-79.

30. Additional funds made available for new faculty should be used to recruit persons at the doctoral level whose beliefs about teaching, learning and teacher preparation are consistent with those reflected in this report.

31. The demands on teacher education faculties cannot be met if funds are allocated on the basis of credit hours produced. Many of the demands on teacher educators are such that funds should be allocated according to traditional methods used in support of extension and research programs of institutions of higher learning. Furthermore, allocated funds for campus programs in teacher education in terms of credit hours produced is inconsistent with clinical and laboratory experiences required of students as a necessary part of their preparation programs and will prevent the development of desired competency-based preparation.

32. Budget allocations should be in terms of the proposed three-fold teacher education program--campus instruction, field services, and research. However, neither economy in financial expenditures nor the best interests of the preparation program will be served if institutions operate uncoordinated programs in these three areas. For example, field services and evaluating the provisional year of beginning teachers should be coordinated to effect the most economical use of the time of personnel.